



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

AUE ELEMENTARY SCHOOL

2017-2018

AUE ES

Needs Assessment 2017-2018

Process

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

On April 21, 2016, the campus Leadership Team met with Marissa Pena and Sonia Sanchez to look at the data and complete a needs assessment.

As a result of that meeting, Kathy Hayes met with Sonia Sanchez on May 3rd to review the two goals that grew out of our April 21st meeting.

On May 5th, Kathy Hayes presented the results of the needs assessment and the two goals created out of that needs assessment. The entire faculty then split into vertical teams to create activities to support goal attainment.

On June 5th, Kathy Hayes and the new VP, Ursula Silberschlag, met to review and finalize the activities. The data was entered that day, although it is still showing as incomplete.

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	4th/5th grade Reading 30% gap for AAP and REC No African American students got AAP in math Decrease in MS reading from 3rd to 4th, but rises in 5th. Decrease in MS from 3rd to 4th in math. All 3rd grade special ed are lower in MS in math and reading Not at-risk vs. at-risk gap increases as grade levels increase in reading AAP% is low for Hispanic & AA for 4th/5th grade reading

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	Pride folders to collect behavioral data Data used to form/adjust CHOMP groups Math Universal screener to group students CDB data reviews with grade levels Not visited enough - examine the tools/resources/programs we use to look for success/effects 1/2 day planning sessions to review data Leadership Binders for students to start tracking attendance Need to consistently look better at sub-pop data Data review continuously guides instruction Quarterly RTI meetings with RTI Leadership team Providing time for more rti data review

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 type="checkbox"/> Teacher and parent surveys	
<input type="checkbox"/> Other	
Findings	Need more surveys for the staff Callibration between VP and P very important With new admin team, it will be important to be on the same page in our communication Leadership team was expanded this year to include counselor, and science & social studies campus facilitators (math and reading specialist already was a part of the team). OHI survey shows the need to work on Goal Focus Admin needs to complete more walk throughs using T-TESS instrument

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>30 minute intervention/enrichment period was established on the campus, CHOMP. Groups were flexible, but more scheduled assessments/IRIs need to be done to make changes as quickly as are needed. The library, and both computer labs are opened at 7:15 for students to complete on-line interventions, or receive peer reading help in the library. Students are also on computers in the classrooms before school. We would love a math specialist! Motor Lab for Kinder - resulted in 3 retentions (all parent requests). First grade no retentions. Second grade only one retention. Teachers in these grades attribute this to CHOMPP. We are strong at using interventions but are not following through on how they are working, checking progress, minutes, and attendance during these intervention times, i.e. iReady, Istation, TTM. After school tutoring 3rd-5th There is a lack of clarity on guiding reading expectations across the grade levels.</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.

 Communication Family and community activities Family and community input Family and community services Second language communication Other

Findings	<p>We have extremely high parent participation rates in school activities</p> <p>Offered two addition family events this year: 10th Anniversary Movie Night, Mud Run</p> <p>Instituted school-wide Remind 101</p> <p>Instituted school-wide family email group so that school-home communication was consistent across all families.</p> <p>Classroom newsletter, Class DoJo, and other sites for parents to keep abreast of student progress as well as school information</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.

- Teacher surveys
- Parent surveys
- Student surveys or panels
- Discipline
- Student attendance
- Extra-curricular activities and clubs
- Other

Findings	<p>OHI survey completed this year. Drop in goal focus and communication.</p> <p>There is a need for more consistent communication from admin.</p> <p>More frequent opportunities to survey teachers and students</p> <p>We offer multiple after-school enrichment opportunities for students. There are several clubs going on after school each day.</p> <p>Discipline is not a problem on this campus, although we had some students in two grade levels who were frequent guests of administration.</p> <p>End of year student attendance rate of 95.93%, which was lower this year than last. We have families that take trips/plan vacations throughout the year. There was much illness this year that took a toll.</p> <p>90%+ parents join PTA</p> <p>High volunteer rate. Parents feel welcomed and included.</p> <p>There needs to be better communication about the purpose for each Monday afterschool, i.e. more consistent schedule of faculty meeting, PLCs, tech, committee meetings, vertical teams, etc.</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.

- Teacher attendance
- Teacher experience and years on campus
- Class size
- Staff retention rates
- 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>Teachers are allowed to be creative on this campus. Much respect for inherent talent and professionalism. Instruction is geared towards student needs using data.</p> <p>There was an increase in collaborative team planning vs. team meetings.</p> <p>Only one person on transfer list. Other teachers leaving: 2 husband transfers, one staying home with baby, one retirement.</p> <p>Our data, STAAR results indicate that the curriculum and TEKS are being taught and learned.</p> <p>WE would like to increase opportunities for vertical teaming in math and science</p> <p>Staff attendance for the year was 97.58%</p>

Priority Needs

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

Priority Need 1

The problem is a lack of structures and expectations for Guided Reading across all grade levels.

CSF 1 Academic Performance
 CSF 2 Use of Quality Data to Drive Instruction
 CSF 7 Teacher Quality

Priority Need 2

The problem is there is a lack if ongoing review and interpretation of data.

CSF 1 Academic Performance
 CSF 2 Use of Quality Data to Drive Instruction
 CSF 3 Leadership Effectiveness
 CSF 7 Teacher Quality

Campus: AUE ES

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 05/23/2017

SAT Member	Name	Signature
Principal	Kathryn Hayes	
Parent Community Representative	Mindy Hudak	
Staff Representative	Melody Pena	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Stephanie Ramos	Staff Member
Patricia Abraria	Staff Member
Jennifer Knighten	Staff Member
Jackie Danz	Staff Member
Michelle Hernandez	Staff Member
Melody Pena	Staff Member
Kathryn Hayes	Principal
Diana Ely	Central Office Representative
Heidi Neuenfeldt	Parent
Mindy Hudak	Parent
Jennifer Harms	Parent
Kim Sweeney	Parent
Danny Price	Community Member
Vacant	Business Representative
Stephanie Ramos	Staff Member
Patricia Abraria	Staff Member
Jennifer Knighten	Staff Member
Jackie Danz	Staff Member

CAMPUS: AUE 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		Character Counts Curriculum Updates	Instruction and Curriculum	All staff	All students	Local	6
08/22/2017		Convocation Teacher Access Center on-line requirements T-Tess updates	Technology, Curriculum,	All staff	All students	Local	6
08/23/2017		PLCs Guided Reading	Collaboration and Assessment	All staff	All students	Local	6
10/09/2017		PLCs (District) RTI/Assessments (Campus)	Instruction, Assessment, Collaboration	All Staff	All students	Local	6
11/20/2017		Teacher Choice		Professional Staff	All students	Local	6
11/21/2017		Teacher Choice		Professional Staff	All students	Local	6
02/19/2018		PLCs School Improvement RTI	Assessment, Collaboration, Instruction	Professional Staff	All students	Local	6

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	95%	76%	90%	74%	76%	92%	73%	50%	92%
African-American	100%	43%	90%	62%	72%	100%	43%	14%	90%
Hispanic	95%	72%	90%	70%	74%	90%	65%	43%	90%
White	95%	77%	90%	84%	86%	93%	79%	55%	93%
Economically Disadvantaged	92%	71%	85%	66%	68%	86%	52%	28%	85%
Special Education	84%	51%	80%	44%	48%	79%	57%	21%	87%
At-Risk	84%	45%	80%	58%	58%	71%	43%	19%	75%
Limited English Proficient	83%	50%	75%	62%	63%	88%	50%	25%	92%
Asian	100%	100%	100%	89%	78%	100%	100%	80%	100%
American Indian	N/A	N/A	N/A	73%	58%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	71%	N/A	N/A	N/A	N/A
Two or More	91%	82%	85%	80%	87%	100%	82%	45%	80%

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	86%	59%	85%	64%	62%	83%	59%	25%	85%
African-American	100%	20%	95%	53%	56%	100%	100%	0%	95%
Hispanic	82%	58%	80%	60%	59%	83%	58%	19%	85%
White	85%	64%	85%	72%	73%	81%	54%	27%	85%
Economically Disadvantaged	80%	40%	83%	56%	52%	50%	30%	20%	55%

Special Education	62%	54%	60%	33%	32%	67%	42%	8%	70%
At-Risk	50%	38%	60%	44%	37%	44%	38%	6%	50%
Limited English Proficient	0%	0%	50%	54%	49%	50%	0%	0%	55%
Asian	100%	80%	95%	85%	72%	100%	100%	75%	100%
American Indian	N/A	N/A	N/A	61%	71%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	67%	50%	N/A	N/A	N/A	N/A
Two or More	100%	0%	80%	70%	76%	100%	100%	33%	90%

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	94%	72%	90%	79%	80%	94%	68%	42%	92%
African-American	71%	14%	75%	66%	72%	86%	43%	0%	90%
Hispanic	95%	68%	90%	77%	78%	92%	66%	36%	92%
White	94%	75%	90%	87%	88%	95%	70%	46%	95%
Economically Disadvantaged	96%	67%	85%	73%	73%	86%	62%	31%	86%
Special Education	84%	51%	80%	53%	56%	74%	48%	17%	75%
At-Risk	83%	45%	80%	67%	65%	77%	45%	18%	80%
Limited English Proficient	67%	67%	60%	73%	72%	88%	38%	13%	90%
Asian	100%	100%	100%	94%	86%	100%	90%	60%	100%
American Indian	N/A	N/A	N/A	78%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	80%	78%	N/A	N/A	N/A	N/A
Two or More	100%	64%	90%	82%	89%	100%	82%	64%	95%

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	Meets Standard	Masters Standard	

All Students	93%	66%	85%	73%	76%	90%	65%	34%	94%
African-American	0%	0%	85%	59%	68%	100%	50%	0%	100%
Hispanic	89%	48%	85%	68%	73%	89%	57%	27%	90%
White	97%	78%	90%	84%	87%	89%	68%	38%	92%
Economically Disadvantaged	83%	67%	75%	65%	67%	100%	43%	0%	90%
Special Education	75%	58%	70%	44%	46%	67%	42%	25%	70%
At-Risk	76%	52%	75%	56%	59%	65%	17%	4%	70%
Limited English Proficient	N/A	N/A	0%	57%	58%	0%	0%	0%	90%
Asian	100%	100%	95%	89%	75%	100%	100%	67%	100%
American Indian	N/A	N/A	N/A	73%	60%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	93%	N/A	N/A	N/A	N/A
Two or More	100%	100%	90%	81%	86%	100%	100%	50%	N/A

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	97.1%	97.5%
African-American	95.4%	95.8%	97.4%	97.8%
Hispanic	95.6%	95%	97.2%	97.2%
White	96%	95.8%	97.1%	97.2%
Economically Disadvantaged	95.4%	94.4%	95.8%	95%
Special Education	94.5%	93.9%	96.5%	97%
Limited English Proficient	96.4%	95.8%	96.8%	97%
Asian	97.8%	96.8%	97.5%	98%
American Indian	95.3%	95.2%	97.1%	97%
Hawaiian Pacific Islander	95.5%	96.1%	97.5%	97.5%
Two or More	95.9%	96%	97.3%	98%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	1.15%	1%
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17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : The problem is a lack of structures and expectations for Guided Reading across all grade levels.

Goal : At the end of the 2017-2018 school year, 90% of all students will be reading at the Fountas and Pinnell promotion level, by implementing guided reading across all grade levels with fidelity.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	August 18, 2017 to June 2018
November Progress Check	<p>The reading Specialist conducted guiding reading professional development to K-5 and special education teachers in August 2017. In addition, she continues to offer professional resource materials to the staff to add to the teachers own resources.</p> <p>Monitoring of lesson plans and guided reading running records by administration. Administrative walk throughs to monitor guided reading lessons and groups.</p> <p>Literacy closet was overhauled at the beginning of the year in order to offer small group reading books matching the Fountas and Pinnell guided reading levels.</p> <p>Ongoing adjustment of reading groups based on data obtained by running records, IRI's, formative and summative assessments.</p>

March Progress Check	<p>Monitoring of lesson plans and guided reading running records by administration. Administrator walk throughs to monitor guided reading lessons and groups.</p> <p>Peer to peer observations to inform and improve practice.</p> <p>Ongoing adjustment of reading groups based on data obtained by running records, IRI/TPRIs, and formative and summative assessments.</p>
June Progress Check	<p>Lesson Plans reflect continued use of running records and evidence of guided, differentiated groups.</p> <p>Administrator walk-throughs continued to see evidence of guided groups in reading, as well as fluid movement between groups.</p> <p>In grades K-2, increased use of leveled readers from the literacy closet. In grades 3-5, increased use of mentor texts to support guided groups</p> <p>Ongoing adjustment of reading groups based on data obtained from running records, IRI's/TPRIs and formative and summative assessments.</p> <p>3rd Grade 2018 STAAR 94% approached in Reading, 4th Grade 2018 STAAR 84% approached in Reading and 5th Grade 2018 STAAR 97% approached in Reading. The area of target is 4th grade Reading as we continue to monitor and adjust guided reading on our campus</p>

Activity 1

Activity	Design, implement, and monitor guided reading staff development.
Person Responsible	Reading Specialist
Monitoring Measures	<p>PD Plan</p> <p>Lesson Plans that include guided reading groups</p> <p>Evidence of mini lessons</p> <p>Administrative walk throughs</p>
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 2

Activity	Establish guidelines and protocols for guided reading instruction, grouping, and monitoring.
Person Responsible	Reading Specialist Leadership Team Administration
Monitoring Measures	Leadership Meeting Agendas and minutes Protocols Guidelines
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 4. Develop and implement processes for vertical collaboration across bands of stakeholders.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

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	

Activity 4

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	

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 2

Need : The problem is there is a lack if ongoing review and interpretation of data.

Goal : Collect and interpret data across all grade levels to drive instruction utilizing the PLC process.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	August 2017 to June 2018
November Progress Check	<p>Using IRI data, BOY CDB Math results (3-5), STAAR Scores (2017), and running records, teachers placed students in intervention or enrichment groups for morning CHOMP time. Groups are fluid as more data is reviewed. PLC professional development training was held in August 2017, with follow-up PD on Common Assessments (both provided by Katie Bazzani) in October. Some Monday afternoons are dedicated to both PLCs and vertical PLCs for math. Half Day planning sessions were held in November after practice STAAR tests. Each student is discussed at these meetings to plan appropriate interventions, after-school tutoring opportunities, change in reading or math teacher (Grades 3 and 5), or enrichment opportunities. This time is also used to discuss Tier 2 and 3 interventions, assign iReady math or reading intervention (paid for by admin) or more enrichment opportunities.</p> <p>Grade levels continue to create new common assessments for discussion at PLC meetings. Admin sits in on PLC meetings.</p>

March Progress Check	<p>Continued CHOMP intervention/enrichment period. Student groups continue to be fluid based on formative and summative assessments, as well as practice STAAR data from February. Tutoring groups formed based on data.</p> <p>PLC's continue to meet to plan instruction and look at the four questions. Half day planning sessions were again held in January and February to review each student's programming. After-school tutoring groups either formed or revised based on these discussions.</p>
June Progress Check	<p>CHOMP was a continued intervention and enrichment plan. The CHOMP groups were formed at each grade level and remained a fluid grouping based on formative and summative data. Tutoring groups in grades 3-5 continues to sue data to drive groupings</p> <p>Admin was present in grade level PLC plannings as data was discussed and CHOMP groups formed based on need. The four questions were of a PLC were stated and revered at each PLC meeting with grade levels. A more targeted focus occurred as the questions drove discussion. Evidence of changing and evolving instructional groups could be seen in the meeting notes, as well as through team evidence of groupings. The Rti process was utilized as well and student movement through the Tiers was discussed during the PLC meetings throughout the year.</p> <p>The use of Google sheets to display and organize student data was seen in several grade levels- K, 1st, 3rd and 4th. The Google sheet became a working document of student data and growth and was reviewed after each major assessment to track areas of growth, look for areas of need and strength. The Google sheets were shared with Admin as an ongoing working data tracker.</p> <p>Half Day plannings in November and February continued to target student needs, growth and strengths. These meetings were vital as discussion on student achievement was paramount.</p> <p>The PLC process, in conjunction with half-Day plannings helped us focus on not only gathering the data but using the data to inform our instructional practices. The PLC process is a continued goal moving forward as we get better at using the data with fidelity.</p>

Activity 1

Activity	Disaggregate assessment data to define CHOMP and guided reading groups during PLC meetings.
Person Responsible	Grade level teams
Monitoring Measures	<p>Admin meetings with grade level teams</p> <p>1/2 day planning sessions</p> <p>PLC agendas</p>
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 2

Activity	Establish guidelines, roles and responsibilities and schedules to collect and interpret data to drive instruction.
Person Responsible	Leadership Team Administration
Monitoring Measures	Leadership Team Minutes and Agendas Schedules Protocols
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Create TEKS-based formative and summative assessments to collect and analyze data to differentiate instruction.
Person Responsible	Grade-level teams
Monitoring Measures	Copies of actual assessments PLC Agendas Student Data Records

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 4

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	

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 : To improve the level of physical activity for students.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	August 2017-May 2018.
November Progress Check	<p>3rd-5th grades, PE teacher completed and recorded all pre-FitnessGram scores. For K-2 executed all required SPARK lessons and weekly health concepts.</p> <p>Motor Lab Pre-tested all kinder students in the Test of Gross Motor Development. Submitted all TPRI and TGMD scores and NISD. Reviewed data and scores with the kinder team and administration. Started bi-lateral movements with 32 motor lab students as directed on the NISD Motor Lab timeline.</p>

March Progress Check	<p>Students K-5 participated in District SPARK lessons completing all of the required units and lessons for the school year.</p> <p>Students K-5 continued to all weekly Healthy Start concepts.</p> <p>Students 3-5 prepare for Fitness Gram tests. Post-testing starts in April. Students are running and exercising daily in warm ups.</p> <p>Motor Lab lessons complete. Bi-lateral, uni-lateral, cross-lateral, and mixed stations done according to District time line. Post TGMD testing is to start the first week of April.</p>
June Progress Check	<p>All required SPARK lessons and units were completed.</p> <p>All weekly health concepts were taught to students K-5 in PE class</p> <p>All students in grades 3-5 completed the Post Fitness test and all scores were entered into the data base</p> <p>Post TPRI and TGMD tests were completed for all Kinder students. Pre and Post test data was graphed and all data reviewed.</p>

Activity 1

Activity	Develop goals or the level of physical activity of students based on the fitness assessment data of students in grade 3 through 5.
Person Responsible	PE Teacher
Monitoring Measures	Cross reference the pre and post Fitness Grams (3-5) Pacer tests (K-2)
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 3. Implement, provide, and maintain instructional facilities that support a safe, healthy, and comfortable learning environment in a growing community.

Activity 2

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	

Activity 3

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	

Activity 4

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	

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	

