



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

BEARD ELEMENTARY SCHOOL

2017-2018

OUR MISSION

BEARD ES

Needs Assessment 2017-2018

Process

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

The administrative team met with the leadership team to review and analyze the school data from the 2016-2017 school year. At this meeting, we also reviewed current practices and examined their effectiveness. The leadership team then used the findings and narrowed the it down to 3 main concerns; Tracking At-Risk students, Writing across the campus, and Behavior Expectations in common areas. After meeting with the leadership team, we met with the staff to share our findings and get their feedback. During this meeting we explained that we would be using staff and leadership input to shape our SIP. On May 5 the entire staff met to identify the root cause of our priority areas. During this meeting the staff completed the SWOT activity. Staff members were divided into groups to discuss strengths, weaknesses, opportunities, and threats of the areas. The staff then took a gallery walk, and each staff member was provided 3 dots to identify what they thought were the greatest areas of need. During the May 5th early release staff development day the staff identified activities to address the root cause for the priority areas.

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>At Beard Elementary the reading progression of student learning gets lower as grade levels increase. The rate of students reading below grade level is consistent until the students reach 5th grade. There is a higher percentage of students reading below grade level in 5th grade.</p> <p>At-Risk student progress in reading is lower as grades get higher.</p> <p>In reading, At-Risk students percentages increase with each grade level. 3rd & 5th have the highest number of Eco Dis students reading below grade level.</p> <p>Eco Dis students are progressing at every grade level in reading and writing.</p> <p>Eco Dis students scored higher in STAAR AAP than any other group in writing.</p> <p>A consistent focus on writing across grade levels is needed.</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 type="checkbox"/> Discipline |
| <input checked="" type="checkbox"/> Grades |
| <input checked="" type="checkbox"/> CDBs |
| <input type="checkbox"/> Common Assessments |
| <input type="checkbox"/> Other |
| Findings |
| <p>Beard Elementary staff needs time to carefully study trends and patterns of student achievement across all grade levels.</p> <p>Beard Elementary need to improve the use of data collection and progress monitoring.</p> <p>Beard Elementary Special Education students have the lowest attendance rate.</p> <p>Beard Elementary LEP population has the highest attendance rate.</p> <p>The Beard Elementary attendance rate is higher than the district.</p> <p>The campus does not have a way to track At-Risk attendance rates.</p> <p>Beard Elementary has a lower level of placement/retention rates than the district.</p> <p>Beard Elementary staff needs time to carefully study trends and patterns of student achievement across all grade levels.</p> <p>Beard Elementary need to improve the use of data collection and progress monitoring.</p> <p>A multi-level approach to planning is not present at Beard Elementary.</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 type="checkbox"/> Monitoring of teacher performance; feedback to staff | |
| <input type="checkbox"/> Communication | |
| <input type="checkbox"/> Master schedule | |
| <input type="checkbox"/> Teacher and parent surveys | |
| <input type="checkbox"/> Other | |
| Findings | <p>There are various opportunities for leadership roles at Bob Beard Elementary. (GOTR, Barn Dance, Yearbook, STAAR Pep Rally, etc.)</p> <p>On the staff survey there were 34 responses out of 55 staff members.</p> |

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

| | |
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| Findings | <p>The campus does not have a method of tracking students by sub populations for tutoring purposes.</p> <p>The campus does not have a method of progress monitoring students who are receiving tutoring.</p> <p>The campus implemented school wide tutoring intervention and enrichment time for targeted instruction.</p> <p>The RtI database is not being documented for sub populations.</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>The Beard Elementary community needs to better understand the rules and procedures of the campus.</p> <p>A Beard Elementary attendance at school functions is high, however, we do not have a process for collecting data to track special population attendance or overall attendance numbers.</p> <p>The community survey revealed a higher percentage of positive feedback than negative.</p> <p>The Beard Town Meetings and Barn Dance are the most popular school events.</p> <p>The community survey had 212 responses.</p> <p>Beard had 100% of the staff as members in the PTA.</p> <p>Family involvement at Beard Elementary is strong.</p> |
|----------|---|

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>The Beard Elementary staff feels supported and has autonomy. The percentage of positive feedback outweighs the negative responses. The staff attendance is lower than the students. Professional employee illness is the highest reason for staff absences. The majority of the staff has less than five absences. Beard Elementary behavior expectations still need to be clarified.</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

Alignment of CDB scores and STAAR results

Effectiveness of planning and collaboration

Professional development experiences and requests

Other

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| Findings | <p>The majority of the majority of the Beard Elementary staff has more than six years experience. The teacher turn over rate at Beard Elementary is low.</p> |
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Priority Needs

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

Priority Need 1

The Beard Elementary campus behavior expectations are not clear.

CSF 3 Leadership Effectiveness
CSF 5 Family and Community Engagement
CSF 6 School Climate

Priority Need 2

There is not a consistent focus on writing across all grade levels in writing.

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

Priority Need 3

There is not a system of a collecting data for student groups.

CSF 1 Academic Performance
CSF 2 Use of Quality Data to Drive Instruction
CSF 3 Leadership Effectiveness
CSF 4 Increased Learning Time
CSF 7 Teacher Quality

Campus: BEARD ES

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 04/12/2017

| SAT Member | Name | Signature |
|---------------------------------|-------------------|------------------|
| Principal | Blanca Hemann | |
| Parent Community Representative | Leigh Ann Worrich | |
| Staff Representative | Donna Van Allen | |

LIST SAT MEMBERS IN THE BLANKS BELOW

| FULL NAME | POSITION |
|-------------------|-------------------------------|
| Deryle Eubanks | Parent |
| Lara Pagel | Parent |
| Debra McEwen | Parent |
| Luisa Villa | Parent |
| Jill Pierson | Business Representative |
| Kim Grosscup | Staff Member |
| Patsy Guerra | Staff Member |
| Jessica Herrera | Staff Member |
| Donna Van Allen | Staff Member |
| Leigh Ann Worrich | Community Member |
| Shana Hansen | Central Office Representative |
| Jeremy Day | Administrator |
| Blanca Hemann | Principal |
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CAMPUS: BEARD 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 | | Welcome Back Gradebook Training | Technology | teachers | all | State Compensatory,Local | 6 |
| 08/22/2017 | | Writing Training | Instruction | teachers | all | State Compensatory,Local | 6 |
| 08/23/2017 | | Convocation Team Planning | Instruction | all staff | all | State Compensatory,Local | 6 |
| 10/09/2017 | | District Training Instructional Rounds | Instruction | teachers | all | State Compensatory,Local | 6 |
| 11/20/2017 | 08/14/2017 | Team Retreat | Collaboration | all staff | all | Local | |
| 11/21/2017 | 08/15/2017 | Staff Retreat | Collaboration | teachers | all | Local | 6 |
| 02/19/2018 | | Vertical Planning for Writing | Instruction | teachers | all | State Compensatory,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 | 93% | 74% | 95% | 74% | 76% | 95% | 74% | 48% | 97% |
| African-American | 91% | 73% | 93% | 62% | 72% | 83% | 33% | 0% | 85% |
| Hispanic | 92% | 72% | 95% | 70% | 74% | 95% | 70% | 46% | 97% |
| White | 94% | 72% | 95% | 84% | 86% | 94% | 75% | 48% | 95% |
| Economically Disadvantaged | 89% | 64% | 90% | 66% | 68% | 91% | 63% | 44% | 92% |
| Special Education | 74% | 54% | 75% | 44% | 48% | 85% | 48% | 22% | 87% |
| At-Risk | 73% | 45% | 75% | 58% | 58% | 83% | 41% | 17% | 85% |
| Limited English Proficient | 82% | 82% | 85% | 62% | 63% | 92% | 67% | 50% | 94% |
| Asian | 94% | 84% | 95% | 89% | 78% | 98% | 85% | 62% | 99% |
| American Indian | N/A | N/A | N/A | 73% | 58% | N/A | N/A | N/A | N/A |
| Hawaiian Pacific Islander | 67% | 67% | 70% | 75% | 71% | 100% | 67% | 67% | 99% |
| Two or More | 94% | 83% | 95% | 80% | 87% | 95% | 79% | 42% | 97% |

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 | 91% | 62% | 93% | 64% | 62% | 79% | 64% | 24% | 82% |
| African-American | 100% | 33% | 100% | 53% | 56% | 100% | 50% | 50% | 100% |
| Hispanic | 92% | 58% | 95% | 60% | 59% | 78% | 56% | 22% | 80% |
| White | 92% | 63% | 95% | 72% | 73% | 78% | 67% | 22% | 80% |
| Economically Disadvantaged | 93% | 50% | 95% | 56% | 52% | 83% | 50% | 0% | 85% |

| | | | | | | | | | |
|----------------------------|------|------|------|-----|-----|-----|-----|-----|-----|
| Special Education | 89% | 33% | 90% | 33% | 32% | 60% | 40% | 30% | 62% |
| At-Risk | 79% | 33% | 80% | 44% | 37% | 48% | 22% | 15% | 50% |
| Limited English Proficient | 100% | 100% | 100% | 54% | 49% | 40% | 40% | 20% | 42% |
| Asian | 95% | 86% | 95% | 85% | 72% | 89% | 83% | 33% | 92% |
| American Indian | N/A | N/A | N/A | 61% | 71% | N/A | N/A | N/A | N/A |
| Hawaiian Pacific Islander | 50% | 50% | 55% | 67% | 50% | 0% | 0% | 0% | 92% |
| Two or More | 60% | 20% | 62% | 70% | 76% | 71% | 71% | 29% | 75% |

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% | 67% | 95% | 79% | 80% | 95% | 73% | 47% | 97% |
| African-American | 91% | 55% | 92% | 66% | 72% | 83% | 50% | 33% | 85% |
| Hispanic | 94% | 66% | 95% | 77% | 78% | 93% | 68% | 41% | 95% |
| White | 93% | 65% | 95% | 87% | 88% | 97% | 71% | 41% | 99% |
| Economically Disadvantaged | 83% | 67% | 85% | 73% | 73% | 91% | 56% | 28% | 93% |
| Special Education | 72% | 44% | 75% | 53% | 56% | 89% | 52% | 19% | 91% |
| At-Risk | 74% | 31% | 75% | 67% | 65% | 85% | 40% | 19% | 87% |
| Limited English Proficient | 91% | 73% | 92% | 73% | 72% | 92% | 58% | 50% | 94% |
| Asian | 96% | 86% | 97% | 94% | 86% | 100% | 94% | 81% | 99% |
| American Indian | N/A | N/A | N/A | 78% | 77% | N/A | N/A | N/A | N/A |
| Hawaiian Pacific Islander | 67% | 67% | 70% | 80% | 78% | 67% | 67% | 67% | 70% |
| Two or More | 100% | 67% | 100% | 82% | 89% | 100% | 84% | 63% | 99% |

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 | 89% | 61% | 90% | 73% | 76% | 93% | 59% | 33% | 93% |
| African-American | 60% | 40% | 62% | 59% | 68% | 100% | 100% | 50% | 99% |
| Hispanic | 86% | 52% | 88% | 68% | 73% | 92% | 56% | 33% | 94% |
| White | 93% | 69% | 95% | 84% | 87% | 93% | 59% | 28% | 93% |
| Economically Disadvantaged | 92% | 54% | 95% | 65% | 67% | 81% | 44% | 31% | 83% |
| Special Education | 67% | 40% | 70% | 44% | 46% | 83% | 0% | 0% | 85% |
| At-Risk | 65% | 21% | 70% | 56% | 59% | 78% | 14% | 5% | 80% |
| Limited English Proficient | 100% | 50% | 100% | 57% | 58% | 100% | 100% | 0% | 100% |
| Asian | 100% | 92% | 100% | 89% | 75% | 92% | 67% | 50% | 94% |
| 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% | 100% | 100% | 50% | 100% |
| Two or More | 86% | 71% | 88% | 81% | 86% | 100% | 43% | 43% | 100% |

ATTENDANCE

| | State % 2016-2017 | District % 2016-2017 | Campus % 2016-2017 | Campus CPO 2017-2018 |
|----------------------------|----------------------|-------------------------|-----------------------|-------------------------|
| All Students | 95.8% | 95.3% | 97.1% | 98% |
| African-American | 95.4% | 95.8% | 97.3% | 98% |
| Hispanic | 95.6% | 95% | 96.8% | 97% |
| White | 96% | 95.8% | 97.1% | 98% |
| Economically Disadvantaged | 95.4% | 94.4% | 96.8% | 97% |
| Special Education | 94.5% | 93.9% | 94.8% | 95% |
| Limited English Proficient | 96.4% | 95.8% | 97.3% | 98% |
| Asian | 97.8% | 96.8% | 97.7% | 98% |
| American Indian | 95.3% | 95.2% | 96.4% | 97% |
| Hawaiian Pacific Islander | 95.5% | 96.1% | 98% | 99% |
| Two or More | 95.9% | 96% | 97.5% | 98% |

RETENTION

| | District % 2016-2017 | Campus % 2016-2017 | Campus CPO 2017-2018 |
|--|-------------------------|-----------------------|-------------------------|
|--|-------------------------|-----------------------|-------------------------|

| | | | |
|------------------------|-------|-------|-------|
| % of Students Retained | 0.98% | 0.75% | 0.98% |
|------------------------|-------|-------|-------|

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : The Beard Elementary campus behavior expectations are not clear.

Goal : Students, staff and the community will know all campus rules and procedures (arrival, dismissal, hallway, recess, restroom and cafeteria).

Goal Details

| | |
|-----------------------------|--|
| Student Groups Impacted | All Students |
| Funding Needed | Local |
| Timeline for Implementation | This goal will be completed by December 2017. |
| November Progress Check | A committee has been formed to monitor this goal. The committee has met three times and have reviewed data. The committee members have communicated their findings with the staff. The committee has also created posters and placed them in school wide locations. |
| March Progress Check | The committee continues to meet monthly to review data. The committee has also created additional posters and placed them in school wide locations. |
| June Progress Check | The committee met a final time to review data. It was decided more work in this area is needed. Administrators have assigned a teacher to lead the work on this goal. The teacher will work on a behavior expectation matrix to present to the staff in August. There will be a standard set of behavior expectations for ECC-5th grades with associated consequences. |

Activity 1

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| Activity | Campus-wide presentations to be distributed to the staff, students, and community twice a year (beginning of the year and end of the year). |
|----------|---|

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| Person Responsible | Administrators Teachers Counselors |
| Monitoring Measures | PowerPoint presentations REMIND messages Parent Night Agendas Handouts |
| Title 1 Fund | No |
| Title 1 Campuses | |
| Promote Community Involvement | Objective 3. Establish and expand initiatives that promote effective community relations and meaningful two-way communication with all stakeholders. |
| Educate Diverse Learners | |
| Hire, Develop, and Retain Quality Staff | |
| Promote a Safe Environment for Students and Staff | |

Activity 2

| | |
|-------------------------------|--|
| Activity | Review & clarify arrival and dismissal procedures. |
| Person Responsible | All staff |
| Monitoring Measures | Posted rules and expectations Advisory Lessons Newsletters SchoolMessenger Call-outs REMIND messages |
| 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 | |

Activity 3

| | |
|---|--|
| Activity | Review and clarify restroom and cafeteria procedures and behavior expectations. |
| Person Responsible | All staff |
| Monitoring Measures | Posted rules and expectations Advisory Lessons Newsletters SchoolMessenger Call-outs REMIND messages |
| 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. |

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 : There is not a consistent focus on writing across all grade levels in writing.

Goal : Beard Elementary will develop and implement a process focused on incorporating writing across grade levels and curriculum.

Goal Details

| | |
|-----------------------------|--|
| Student Groups Impacted | All Students |
| Funding Needed | Local |
| Timeline for Implementation | May 2018 |
| November Progress Check | A committee has been created to monitor progress of this goal. The staff has received professional development and resources to help with writing instruction. Additionally, the grade level teams meet one a month with the academic coach and literacy specialist to discuss and learn new writing strategies. |
| March Progress Check | The committee continues to meet monthly to monitor progress. Additionally, the grade level teams continue meet one a month with the academic coach and literacy specialist to discuss and learn new writing strategies. |
| June Progress Check | The committee met finalize progress. The grade level teams expressed a desire to continue to meet with the academic coach and literacy specialist to discuss and learn new writing strategies. |

Activity 1

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|---|--|
| Activity | The Beard teachers will be trained on Writing structures in August 2017. |
| Person Responsible | Administrators Teachers |
| Monitoring Measures | Agendas Sign in sheets Training Materials |
| 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 | |

Activity 2

| | |
|---|--|
| Activity | Beard Elementary teachers will meet in vertical teams to study writing TEKS. |
| Person Responsible | Teachers Administrators |
| Monitoring Measures | Agendas Sign in sheets |
| 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 | |

Activity 3

| | |
|---|--|
| Activity | Beard Elementary teachers will participate in book studies focused on writing. |
| Person Responsible | Administrators Teachers |
| Monitoring Measures | Agendas Sign-in Sheets |
| 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 3

Need : There is not a system of a collecting data for student groups.

Goal : Create and use a campus data review protocol to review the performance of all student groups.

Goal Details

| | |
|-----------------------------|---|
| Student Groups Impacted | All Students |
| Funding Needed | Local |
| Timeline for Implementation | May 2018 |
| November Progress Check | A committee has been created to monitor the progress of this goal. The committee has reviewed school STAAR data. A student data tracking sheet has been shared with the staff. |
| March Progress Check | The committee continues meet monthly to monitor the progress towards this goal. The committee has reviewed school STAAR data. A student data tracking sheet has been shared with the staff and is being utilized. |
| June Progress Check | The committee met to finalize the progress towards this goal. The committee has reviewed school STAAR data. Although some work towards this goal was started follow through was weak. More work is needed in this area. |

Activity 1

| | |
|-------------------------------|---|
| Activity | Identify student sub groups by classroom. |
| Person Responsible | Teachers Administrators |
| Monitoring Measures | Class lists |
| 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 | |

Activity 2

| | |
|---|---|
| Activity | Teachers will document progress of students by sub group. |
| Person Responsible | Teachers Administrators |
| Monitoring Measures | Class lists |
| 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 | |

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 : Provide school-wide learning opportunities for all students to be healthy and active for a lifetime.

Goal Details

| | |
|-----------------------------|--|
| Student Groups Impacted | All Students |
| Funding Needed | Local |
| Timeline for Implementation | This goal will be completed in June 2018. |
| November Progress Check | Go Noodle training has been given to teachers. The teachers are using Go Noodle in their classrooms. |
| March Progress Check | Go Noodle training is given to teachers during faculty meetins. The teachers are using Go Noodle in their classrooms. |
| June Progress Check | The teachers consistently used Go Noodle in their classrooms throughout the year. Our PE teachers were dedicated to displaying to nutritional posters in visible areas year round. |

Activity 1

| | |
|---------------------|---|
| Activity | Post nutrition messages throughout the school specific to My Plate. |
| Person Responsible | Admin PE Teachers |
| Monitoring Measures | posted information throughout school |

| | |
|---|----|
| 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 | |

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 | |