



NORTHSIDE  
SCHOOL



INDEPENDENT  
DISTRICT



## SCHOOL IMPROVEMENT PLAN

### BOLDT ELEMENTARY SCHOOL

2017-2018

#### OUR MISSION

We are Boldt Elementary will work as a united team to provide a nurturing environment that fosters academic and social growth in all students.

We will embrace and respond to the individual needs of our lifelong learners by building on the learning community's strengths.

Through our positive words and actions, students will feel loved and accepted.

# BOLDT ES

## Needs Assessment 2017-2018

### Process

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

April 10, 2017: Faculty and Staff meeting was held to begin the School Improvement Process and provide the importance of the Critical Success Factors for Boldt. The administration team provided the faculty and staff with an opportunity to discuss the following: Academics, Data, Concerns, Homework issues, Behavior concerns, Communication within our campus/community etc. The faculty and staff identified areas of concern and provided the "why" for each area. We then identified areas that we had control of as a school and areas in which we did not have control over. After we discussed the areas, we found our Root Cause.

May 22, 2017: Faculty and Staff meeting was held to continue with the SIP process. Teachers and staff identified 2 areas of concern at our May 8, 2017 meeting:

- 1) Discipline Uniformity
- 2) Addressing Question #4 (PLC question) What will we do when students already know it?

Teachers were provided with sticky notes and were asked to place their post its on posters using the following questions. The following questions were used:

Today's meeting concentrated on Discipline

- 1) What is our Discipline Vision?
- 2) What do we notice about our discipline now?
- 3) What would our IDEAL discipline plan look like?
- 4) How will we hold each other accountable?
- 5) What will Meeting Expectations look like?
- 6) Now What?

Discussion time was provided and information gathered was presented by each team.

Discipline committee was created and the information gathered will be used to work on creating a uniformed, consistent and accountable discipline plan for our students and teachers.

## 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.

<b>CSF 1: Academic Performance</b>
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 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>Reading</p> <p>Expectations continue to need refinement from grade level to grade level and classroom to classroom</p> <p>Not all students made 1 year worth of growth (TRII, IRI, CDB's, STAAR)</p> <p>Reading response/reading log will be used through out all grade levels</p> <p>Disconnect between activities/level of questioning vs. rigor of CDB'S, STAAR, and quality questioning.</p> <p>Concentration on PLC question #4 will be a reminder when planning.</p> <p>Professional Development - will be used to continue with a common understanding of instructional practices</p> <p>Math</p> <p>Low automaticity-focus on this area will be heightened</p> <p>Multistep problem solving</p> <p>Hands on/pictures/models opportunities</p> <p>Disconnect between activities/level of questioning vs. rigor of CDB'S, STAAR, and quality questioning</p> <p>Professional Development - needed to continue with level of understanding of instructional practices</p> <p>Writing</p> <p>Continue with the implementation of writers workshop</p> <p>Basic conventions</p> <p>Making connections with reading - use of writing samples</p> <p>Disconnect between activities/level of questioning vs. rigor of CDB'S, STAAR, and quality questioning</p> <p>Professional Development - needed to create a common understanding of instructional practices</p>
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<b>CSF 2: Use of Quality Data to Drive Instruction</b>	
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>How will we use data to meet our academic needs?</p> <p>Data meetings, eRti/child meetings - eRti monthly, child meetings every Tuesday</p> <p>PLC/Planning time</p> <p>Data (TPRI, CDB, Local Assessment data) used to drive instruction</p> <p>Areas of need from CDB data:</p> <p>Reading: Making inferences</p> <p>Theme</p> <p>Drawing conclusions</p> <p>Vocabulary</p> <p>Math:</p> <p>Algebraic reasoning</p> <p>Number operations</p> <p>Representing whole numbers</p> <p>Mathematical processes</p> <p>Automaticity</p> <p>Writing:</p> <p>Basic conventions</p> <p>Handwriting</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.

 Distribution of leadership and responsibilities Decision making structures on the campus Teacher input Campus goals Monitoring of teacher performance; feedback to staff Communication Master schedule Teacher and parent surveys Other**Findings**

Student Achievement/School Leadership/Classroom Instruction  
 PLC implementation  
 Communication effectiveness  
 Monitoring of teacher performance  
 Planning of activities/Level of Rigor/Quality Questioning/Question Stems  
 Student success always a priority  
 Communication needs to be more timely and clear  
 Celebrate accomplishments more  
 Surveys:  
 Parents  
 Admin (staff surveyed)  
 Specialists Survey

**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

Campus funds provided a day tutor for 9 weeks. She services K-2nd grade students.  
Intervention implementation and effectiveness (roundup)  
Enrichment  
eRti  
USING CDB data to identify students who need support  
PLC/Staff Collaboration

Interventions:  
Lexia  
Istation  
TTM  
LLI  
ERI  
Thinking Blocks

How & When:  
Round Up Time  
Enrichment Time  
Day Tutor (K-2)  
Morning Computer Lab  
Class Pull Outs w/ Reading & Math Specialist

**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>PTA Events:  Fun Run  Spring Fling  PTA General Assembly Meetings  PTA Family Programs: Bike Safety, Game Night, Painting with your pumpkin, Plant a friendly note, etc.</p> <p>Science Night  GT Night  Fine Arts Night  Town Hall Meetings &amp; Tea Time with the Principal (Early Release Days)</p> <p>Parent Surveys: 267 Surveys returned</p> <ol style="list-style-type: none"> <li>1. Safety of students, staff and community members is a top priority at this school. 1/267 disagree</li> <li>2. My child receives opportunities which encourage and motivate him or her to work at his/her academic potential 3/267 disagree</li> <li>3. My child's teacher upholds and communicates high expectations for students. 1/267 disagree</li> <li>4. My child received positive reinforcement and feels respected by staff. 1/267 disagree</li> <li>5. Counseling for military families has been utilized. 5/267 disagree</li> <li>6. Grading policies and practices are fair and reflect my child learning. 2/267 disagree</li> <li>7. The school communicates campus events and other important information in multiple ways. 1/267 disagree</li> <li>8. The amount of homework required is appropriate for my child and I feel comfortable assisting my child. 10/267 disagree</li> <li>9. The school offers multiple extra curricular activities that are motivating to my child. 1/267 disagree</li> <li>10. I feel confident that PTA and or school fundraiser monies are spent on behalf of my child/children. 0/267 disagree</li> </ol>
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<b>CSF 6: School Climate</b>
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

<b>Findings</b>	<p>Develop campus climate to improve teacher morale and student achievement</p> <p>Create a positive and welcoming environment</p> <p>Reduce discipline referrals</p> <p>Attendance priority</p> <p>Parents do not respond appropriately to situations</p> <p>Parents use Bullying as a solution to problems with their children-training is required so they have clear understanding of what bullying is and is not.</p> <p>Crisis team is needed</p> <p>Staff Discipline Survey: (majority of teachers agree)</p> <p>admin supports teachers in dealing with discipline</p> <p>teachers and admin share responsibility for maintaining discipline</p> <p>teachers treat students with respect</p> <p>admin enforces student rules consistently</p> <p>class is rarely interrupted to discipline students</p> <p>teachers attend to and acknowledge appropriate and innapropriate student behaviors</p> <p>Student Surveys: (ways to improve/things most talked about)</p> <p>3rd Grade</p> <p>Teachers need to hold my friends accountable</p> <p>Teachers need to incorporate more challenging work</p> <p>Incorporate more activities to help with bullying</p> <p>Increase challenging work</p> <p>4th Grade</p> <p>Incorporate more technology in lessons</p> <p>Incorporate more activities to help with bullying</p> <p>Teachers need to have the same rules every time</p> <p>5th Grade</p> <p>Allow more choices in activities</p> <p>Teachers need to hold my friends accountable</p> <p>change cafeteria cup system- students are punished for others choices in the cafeteria</p>
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<b>CSF 7: Teacher Quality</b>
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	Staff Development: Boldt Academy Dedication Planning Guided Reading Training/Review eRti Training PLC Norm training Team Planning SIP STAAR training
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**Priority Needs**

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

Priority Need 1

Our Curriculum District Benchmark test indicates that our students are not performing at the level needed to meet Advanced Performance on STAAR. Data from benchmarks, PLC meetings, walk through, and planning sessions indicate students are held to different expectations and the expectations are too low. Teachers need to scaffold activities into their lesson so student gets the support they need to meet higher expectations.

- 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

Priority Need 2

Our school focus is on holding high behavior expectations for all students so that a uniformed environment is obtained.

- CSF 1 Academic Performance
- CSF 2 Use of Quality Data to Drive Instruction
- CSF 3 Leadership Effectiveness
- CSF 4 Increased Learning Time
- CSF 5 Family and Community Engagement
- CSF 6 School Climate
- CSF 7 Teacher Quality

Priority Need 3

Data shows that students in 1st, 2nd and 3rd grades are not meeting grade level math fact expectations.

- CSF 1 Academic Performance
- CSF 2 Use of Quality Data to Drive Instruction
- CSF 5 Family and Community Engagement
- CSF 7 Teacher Quality
- CSF 4 Increased Learning Time

**Campus: BOLDT ES**

**School Improvement Plan Signatures**

**School Advisory Team approves the full campus improvement plan.**

**Date of SAT Meeting: 05/09/2017**

<b>SAT Member</b>	<b>Name</b>	<b>Signature</b>
Principal	Debra Pinon	
Parent Community Representative	Candy Baumann	
Staff Representative	Laura Hernandez	

**LIST SAT MEMBERS IN THE BLANKS BELOW**

<b>FULL NAME</b>	<b>POSITION</b>
Edna Dominguez	Staff Member
Cynthia Hernandez	Staff Member
Mary Martinez	Staff Member
Sandy Segovia	Staff Member
Vanessa Rodriguez	Parent
Candy Baumann	Parent
Terry Theis	Parent
Amy Stetler	Staff Member
Edna Dominguez	Staff Member
Cynthia Hernandez	Staff Member
Mary Martinez	Staff Member
Sandy Segovia	Staff Member
Vanessa Rodriguez	Parent
Lindsay Chunn	Parent
Terry Theis	Parent
Amy Stetler	Staff Member

**CAMPUS: BOLDT 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		Boldt Academy: Kinder @ Guided Reading Training 1st-5th: Depth of Knowledge Training	Instruction	All	All		
08/22/2017		Boldt Academy: Guided Reading/Writers Workshop/eRTI training/Technology Training	Classroom Management	All	All		
08/23/2017		Boldt Academy: Math Training	Curriculum	All	All		
10/09/2017		District	Curriculum				
11/20/2017		Teacher Choice: Retreat sessions/Professional Development Hours	Collaboration	All	All		
11/21/2017		Teacher Choice:Retreat sessions/Professional Development Hours	Collaboration	All	All		
02/19/2018		District	Curriculum				

**CAMPUS:** BOLDT 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	88%	55%	90%	74%	76%	89%	61%	31%	90%
African-American	81%	52%	85%	62%	72%	74%	43%	26%	77%
Hispanic	87%	52%	90%	70%	74%	88%	57%	22%	90%
White	91%	57%	92%	84%	86%	92%	71%	45%	95%
Economically Disadvantaged	78%	38%	80%	66%	68%	84%	50%	21%	88%
Special Education	75%	38%	80%	44%	48%	65%	38%	5%	70%
At-Risk	67%	16%	77%	58%	58%	68%	35%	7%	70%
Limited English Proficient	100%	0%	100%	62%	63%	50%	0%	0%	60%
Asian	100%	100%	100%	89%	78%	100%	100%	0%	100%
American Indian	N/A	N/A	N/A	73%	58%	100%	100%	0%	100%
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	71%	N/A	N/A	N/A	N/A
Two or More	100%	64%	100%	80%	87%	91%	57%	39%	95%

**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	81%	44%	90%	64%	62%	72%	33%	7%	77%
African-American	57%	43%	70%	53%	56%	29%	0%	0%	50%
Hispanic	83%	37%	90%	60%	59%	71%	29%	5%	80%

White	81%	57%	90%	72%	73%	83%	47%	11%	90%
Economically Disadvantaged	76%	47%	85%	56%	52%	69%	21%	0%	75%
Special Education	100%	86%	100%	33%	32%	45%	27%	0%	60%
At-Risk	58%	8%	70%	44%	37%	44%	8%	0%	60%
Limited English Proficient	N/A	N/A	N/A	54%	49%	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	85%	72%	N/A	N/A	N/A	N/A
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%	50%	100%	70%	76%	70%	30%	10%	80%

**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%	55%	96%	79%	80%	88%	56%	29%	90%
African-American	86%	52%	90%	66%	72%	70%	39%	17%	80%
Hispanic	93%	51%	95%	77%	78%	87%	51%	25%	90%
White	96%	56%	97%	87%	88%	91%	66%	39%	95%
Economically Disadvantaged	91%	44%	95%	73%	73%	83%	41%	18%	90%
Special Education	83%	54%	90%	53%	56%	70%	51%	11%	80%
At-Risk	84%	25%	90%	67%	65%	70%	23%	5%	80%
Limited English Proficient	100%	50%	100%	73%	72%	50%	0%	0%	70%
Asian	100%	100%	100%	94%	86%	100%	0%	0%	100%
American Indian	N/A	N/A	N/A	78%	77%	100%	100%	100%	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%	79%	100%	82%	89%	100%	65%	26%	100%

**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	82%	42%	90%	73%	76%	85%	44%	14%	90%
African-American	100%	67%	100%	59%	68%	78%	44%	11%	85%
Hispanic	78%	36%	85%	68%	73%	77%	36%	13%	85%
White	82%	46%	90%	84%	87%	97%	56%	13%	100%
Economically Disadvantaged	68%	18%	78%	65%	67%	68%	36%	20%	75%
Special Education	50%	38%	70%	44%	46%	73%	55%	0%	75%
At-Risk	58%	13%	70%	56%	59%	70%	18%	3%	80%
Limited English Proficient	N/A	N/A	N/A	57%	58%	N/A	N/A	N/A	N/A
Asian	100%	100%	100%	89%	75%	100%	0%	0%	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%	0%	100%	81%	86%	100%	75%	50%	100%

## ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	96.7%	98%
African-American	95.4%	95.8%	97.2%	98%
Hispanic	95.6%	95%	96.8%	97%
White	96%	95.8%	96.6%	97%
Economically Disadvantaged	95.4%	94.4%	96.4%	97%
Special Education	94.5%	93.9%	96.1%	97%
Limited English Proficient	96.4%	95.8%	97.7%	98%
Asian	97.8%	96.8%	97.8%	98%
American Indian	95.3%	95.2%	97.1%	98%
Hawaiian Pacific Islander	95.5%	96.1%	96.6%	97%
Two or More	95.9%	96%	97.9%	97%

**RETENTION**

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% of Students Retained	0.98%	1.76%	0.97%

## 17-18 School Improvement Plan - Objectives and Activities

### Goal 1

**Need :** Our Curriculum District Benchmark test indicates that our students are not performing at the level needed to meet Advanced Performance on STAAR. Data from benchmarks, PLC meetings, walk through, and planning sessions indicate students are held to different expectations and the expectations are too low. Teachers need to scaffold activities into their lesson so student gets the support they need to meet higher expectations.

**Goal :** 100% of our grade levels will address PLC question #4 at all planning sessions. Question #4 is: How will we respond if they already know it?

### Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	August
November Progress Check	We are currently meeting every Monday to address Question #4. Our teachers were given an extended planning day to address Question #4 in all academic areas. Teacher Instructional Walks have provided evidence of teachers addressing question #4
March Progress Check	We continue to work on this goal weekly. Our teachers and specialists continue to ask questions about how to answer question#4 so that students are challenged and pushed to dive deeper into the TEK.
June Progress Check	We will continue to work on this goal next year. Our teachers and specialists continue to ask questions about how to answer question#4 so that students are challenged and pushed to dive deeper into the TEK.

### Activity 1

Activity	Lesson plans will be created by all grade levels to include a pre and post test to help drive instruction for all students.
Person Responsible	All grade levels, specialists, and administration



Monitoring Measures	Lesson Plans will be collected Lesson Plans will be created together during PLC meetings Pre and Post tests will be documented in Data sheets and used during Data meetings/planning sessions Question #4 will have specifics on how they will respond to students who already know it.
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 provide evidence of activities that address individual needs. Activities will be individualized to help students who are approaching, meeting and mastering objectives being taught.
Person Responsible	All classroom teachers, specialists, administration and GT teacher
Monitoring Measures	Detailed lesson plans will include activities Choice boards will be created during PLC meetings
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	Instructional rounds will be conducted each nine weeks. Teachers will have specific look 4's when they walk into classrooms to target Question #4.
Person Responsible	Teachers, specialists, administration and GT specialist
Monitoring Measures	Walk throughs Discussions about evidence collected Weekly PLC meetings to discuss assignments
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 4

Activity	Lesson Plans will include answers to PLC question #4 which include differentiated activities to meet students individual needs.
Person Responsible	All teachers
Monitoring Measures	Lesson plans Meetings with administration and specialists DI in classroom will be evident during walk throughs
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	
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**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 : Our school focus is on holding high behavior expectations for all students so that a uniformed environment is obtained.

Goal : A school wide Discipline Program will be utilized throughout our school.

**Goal Details**

Student Groups Impacted	All Students
Funding Needed	Local

Timeline for Implementation	August
November Progress Check	Instructional Rounds have been used to track evidence of our school wide discipline progress. Posters are hung in common areas. Students have been taught hallway, classroom and common area expectations.
March Progress Check	Evidence collected indicates that teachers and staff are utilizing our school wide discipline plan.
June Progress Check	Data indicates that we are on the right path. Teachers and staff are utilizing the school wide plan.

#### Activity 1

Activity	School wide uniformity of school rules.
Person Responsible	Discipline Team, Administration and all teachers/staff
Monitoring Measures	Data collected from Discipline Tickets Data collected from Offense Reports
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	Professional Development will be conducted for all faculty and staff.
Person Responsible	Discipline Committee/Administration
Monitoring Measures	Reviews of rules and procedures at every faculty meeting Decrease in behavior concerns
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	Professional Development to help with school wide processes to ensure fidelity and sustainable systems.
Person Responsible	Administration/Discipline committee
Monitoring Measures	PD surveys
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 4

Activity	Discipline Celebrations for all students.
Person Responsible	Administration, Teachers and committee
Monitoring Measures	Student survey Data collection from discipline tickets and offense reports

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 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 : Data shows that students in 1st, 2nd and 3rd grades are not meeting grade level math fact expectations.

Goal : 85% of Boldt Students in 1st, 2nd and 3rd grade will increase their automaticity of grade level expected math facts.

Goal Details

Student Groups Impacted	All Students, African American, Special Education, At Risk, Eco-Dis, White, Hispanic, 2 or More
Funding Needed	Local
Timeline for Implementation	We will assess all children at the beginning of the school year to find out their individual reading levels and continue to assess all year long.
November Progress Check	Instructional Rounds have been utilized to look for evidence regarding fast facts. Grade level accountability charts are located in all grade level hall ways. Students have been provided with opportunities to earn prizes for automaticity.
March Progress Check	Instructional rounds continue to be the main source of collecting evidence around fast facts. Grade level accountability charts and posters are hanging in the grade level hallway. Questions to students about fast facts prove that teachers are working at increasing their automaticity.
June Progress Check	We will continue to monitor and collect evidence in K-5th grades.

Activity 1

Activity	All classroom teachers will use Math Fluency and Flexibility stations with fidelity on a daily basis.
Person Responsible	All classroom teachers and specialists
Monitoring Measures	Progress charts Math Fact challenges throughout the school Submission of math fact tests
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	
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Activity 2

Activity	Weekly math fact assessments will be used and given to all students in 1st-5th grades. Students will take these assessments to help with measurement automaticity and growth.
Person Responsible	All Teachers and specialists
Monitoring Measures	Weekly common assessments Progress charts
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	Teachers will chart individual progress of students on a grade level progress chart that will be displayed in their perspective hallways.
Person Responsible	Teachers and specialists
Monitoring Measures	Math specialist will inspect expectation weekly Administration will meet with individual teachers
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 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 : Develop structures for providing 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	All Year
November Progress Check	Continue to monitor
March Progress Check	Continue to monitor
June Progress Check	Continue to monitor

**Activity 1**

Activity	Develop school wide plans to ensure 135 minutes of physical activity per week.
Person Responsible	Administration, PE teachers and teachers
Monitoring Measures	Walk through Lesson plans Observation Activity nights
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	Post nutrition messages throughout the school specific to My Plate.
Person Responsible	Coaches and Wellness coordinator
Monitoring Measures	Observations Walk throughs
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	Provide opportunities to promote healthy lifestyles for our faculty/staff.
Person Responsible	Coaches, Wellness Coordinator and Nurse
Monitoring Measures	Weight Challenge
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 4

Activity	Provide opportunities to promote healthy lifestyles for our faculty/staff/families.
Person Responsible	Coach
Monitoring Measures	Surveys, community involvement in our 5K
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 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	