



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



## SCHOOL IMPROVEMENT PLAN

**BOONE ELEMENTARY SCHOOL**

**2017-2018**

# BOONE ES

## Needs Assessment 2017-2018

### Process

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

Wednesday February 15th - Met with Marissa to review Missed Safeguards in the area of 4th grade Eco-dis writing and also Spec Ed Reading and Math made adjustments to current SIP.

March 3rd - Early Release Faculty: Review current SIP goals and activities, completed needs assessment, SWOT Activity on our 4 current goals. Done in vertical teams. Faculty in agreement to keep working on our 4 goals.

May 16th - Early Release Faculty: Root Cause Analysis activities on top three needs (behavior, writing, technology, and SE Math and Reading) from previous SIP work. Discussed activities and effectiveness of activities. Groups were divided into 3 groups lead by administrator and an academic specialists. Developed campus critical need areas.

Team Leader Retreat - May 23rd - Revise our 4 S.M.A.R.T. Goals from the need findings of the staff on previous work and aligned them to our campus mission and vision.

**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 checked="" type="checkbox"/> Special populations enrollment, performance, and LRE	
<input checked="" type="checkbox"/> TELPAS	
<input checked="" type="checkbox"/> Promotion/retention (Elementary)	
<input checked="" 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>Writing: We missed writing Safeguards as per 2016-2017 STAAR Data. Campus staff as a whole feels like we need more staff development and structure to our writing program at Boone.</p> <p>We missed safeguard in the special education student population in the reading and math state assessment for the 2015-2016 school year.</p>

<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	Writing: We missed writing Safeguards as per 2016-2017 STAAR Data. Campus staff as a whole feels like we need more staff development and structure to our writing program at Boone. We missed safeguard in the special education student population in the reading and math state assessment for the 2015-2016 school year.

<b>CSF 3: Leadership Effectiveness</b>	
Leadership Effectiveness targets the need for leadership on the campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Providing job-embedded professional development to build capacity of campus leaders is a vital part of this CSF.	
<input checked="" type="checkbox"/> Distribution of leadership and responsibilities	
<input checked="" type="checkbox"/> Decision making structures on the campus	
<input checked="" type="checkbox"/> Teacher input	
<input checked="" type="checkbox"/> Campus goals	
<input checked="" type="checkbox"/> Monitoring of teacher performance; feedback to staff	
<input checked="" type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Master schedule	
<input checked="" type="checkbox"/> Teacher and parent surveys	
<input type="checkbox"/> Other	
Findings	Writing: We missed writing Safeguards as per 2016-2017 STAAR Data. Campus staff as a whole feels like we need more staff development and structure to our writing program at Boone. We missed safeguard in the special education student population in the reading and math state assessment for the 2015-2016 school year.

<b>CSF 4: Increased Learning Time</b>	
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.	
<input checked="" type="checkbox"/> Response to Intervention	
<input checked="" type="checkbox"/> Interventions implementation and effectiveness	

<input checked="" type="checkbox"/> Student identification for increased learning time
<input checked="" type="checkbox"/> Tutorials
<input type="checkbox"/> Other
Findings
Writing: We missed writing Safeguards as per 2016-2017 STAAR Data. Campus staff as a whole feels like we need more staff development and structure to our writing program at Boone. We missed safeguard in the special education student population in the reading and math state assessment for the 2015-2016 school year.

<b>CSF 5: Family/Community Engagement</b>	
Family and Community Engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services.	
<input checked="" type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Family and community activities	
<input checked="" type="checkbox"/> Family and community input	
<input checked="" type="checkbox"/> Family and community services	
<input checked="" type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	
Findings	
Our academic nights were a success. We will continue but focus more on writing for one night. We will continue with the science and technology night.	

<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	
Findings	
We will continue to review adding more clubs to the afterschool events. Also, we will focus on class meetings (social skills lessons) using the PATHS Social Skills Curriculum.	

<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 type="checkbox"/> Professional development experiences and requests	
<input type="checkbox"/> Other	
Findings	We will provide more PD in the area of effective team planning and PLCs.

**Priority Needs**

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

Priority Need 1

Writing: We missed writing Safeguards as per 2016-2017 STAAR Data. Campus staff as a whole feels like we need more in-depth staff development and structure to our writing program at Boone. We will continue with implementing the Lucy Caulkins Program.
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

Behavior: We need to teach student proactive behaviors in problem solving to decrease the amount of disruptive classroom behaviors that require a student to leave the classroom with an office referral by having more engaging lessons and college goal-setting.
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

Technology: We need to increase the integration of technology and increase the use of student and staff technology devices used for academic lessons and student products/work from the lessons.

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

Priority Need 4

We missed safeguard in the special education student population in the reading and math state assessment for the 2016-2017 school year.

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

**Campus: BOONE ES**

**School Improvement Plan Signatures**

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

**Date of SAT Meeting: 05/11/2017**

<b>SAT Member</b>	<b>Name</b>	<b>Signature</b>
Principal	Manuela Haberer	
Parent Community Representative	Sara Gonzales	
Staff Representative	Diane McAdams	

**LIST SAT MEMBERS IN THE BLANKS BELOW**

<b>FULL NAME</b>	<b>POSITION</b>
Allison Palmer	Parent
Manuel Pena	Community Member
Sara Gonzales	Parent
Laura Reza	Business Representative
Denise Molina	Parent
Elizabeth Smith	Parent
Kathy Abrego	Staff Member
Diane McAdams	Staff Member
Mary Benavidez	Staff Member
Sharon Sanchez	Central Office Representative
Bob Trussell	Parent
Mary Trussell	Parent
Marty Ortega	Administrator



**CAMPUS: BOONE 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**

<b>Date</b>	<b>Alternate Date(s)</b>	<b>Title and Description or Teacher Choice</b>	<b>Staff Development Area</b>	<b>Audience</b>	<b>Targeted Student Group</b>	<b>Funding Source / Costs</b>	<b># of CPE Hours</b>
08/21/2017		PLC Foundations, TTESS Refresher	Collaboration	All Professional Staff and IAs	All Students	Title I and Local	6
08/22/2017		Grammar Matters	Instruction	All Professional Staff except Rotation Specialists	All Students	Title I and Local	6
08/23/2017		Crisis Plan, Dyslexia, First Day Procedures, Team Planning	Collaboration	All Professional Staff and IA's	All Students	Title I and Local	6
10/09/2017		District Pull -out Half Day Writer's Workshop - Conferencing	Instruction	All Professional Staff except Rotation Staff	All Students	Title I and Local	6
11/20/2017	08/14/2017	Team Building and Team Planning	Collaboration	All Professional Staff	All Students	Title I and Local	6
11/21/2017	08/15/2017	Guided Math with Dr. Nikki at Carnahan	Instruction	All Professional Staff	All Students	Title I and Local	6
02/19/2018		District Pull-out Half Day Writer's Workshop	Instruction	All Professional Staff except Rotation Staff	All Students	Title I and Local	6

CAMPUS: BOONE 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	75%	37%	75%	74%	76%	71%	41%	25%	76%
African-American	67%	52%	72%	62%	72%	63%	38%	25%	68%
Hispanic	71%	31%	70%	70%	74%	69%	38%	24%	74%
White	89%	49%	85%	84%	86%	76%	49%	24%	81%
Economically Disadvantaged	70%	31%	66%	66%	68%	67%	37%	22%	70%
Special Education	41%	37%	50%	44%	48%	47%	28%	19%	50%
At-Risk	61%	21%	60%	58%	58%	52%	16%	7%	57%
Limited English Proficient	80%	0%	75%	62%	63%	57%	43%	29%	62%
Asian	100%	67%	90%	89%	78%	100%	83%	50%	100%
American Indian	100%	100%	100%	73%	58%	50%	50%	50%	55%
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	71%	N/A	N/A	N/A	N/A
Two or More	83%	50%	83%	80%	87%	100%	50%	50%	100%

WRITING (4)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	48%	20%	55%	64%	62%	58%	19%	6%	63%
African-American	57%	43%	55%	53%	56%	0%	0%	0%	56%
Hispanic	47%	15%	50%	60%	59%	55%	19%	6%	60%
White	47%	24%	50%	72%	73%	73%	13%	7%	78%
Economically Disadvantaged	46%	19%	50%	56%	52%	56%	21%	8%	60%

Special Education	29%	21%	40%	33%	32%	33%	17%	17%	36%
At-Risk	24%	10%	40%	44%	37%	32%	2%	0%	37%
Limited English Proficient	25%	25%	40%	54%	49%	33%	0%	0%	38%
Asian	100%	100%	100%	85%	72%	100%	100%	0%	100%
American Indian	N/A	N/A	N/A	61%	71%	100%	0%	0%	100%
Hawaiian Pacific Islander	N/A	N/A	N/A	67%	50%	N/A	N/A	N/A	N/A
Two or More	50%	50%	50%	70%	76%	50%	0%	0%	76%

**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	76%	35%	73%	79%	80%	75%	38%	15%	80%
African-American	62%	43%	62%	66%	72%	50%	25%	13%	55%
Hispanic	75%	29%	70%	77%	78%	74%	36%	14%	79%
White	83%	49%	83%	87%	88%	84%	43%	18%	89%
Economically Disadvantaged	73%	31%	70%	73%	73%	69%	36%	13%	74%
Special Education	49%	32%	48%	53%	56%	44%	28%	19%	49%
At-Risk	63%	19%	60%	67%	65%	62%	16%	4%	66%
Limited English Proficient	80%	0%	70%	73%	72%	71%	29%	14%	74%
Asian	100%	83%	100%	94%	86%	83%	83%	33%	86%
American Indian	100%	0%	100%	78%	77%	50%	0%	0%	55%
Hawaiian Pacific Islander	N/A	N/A	N/A	80%	78%	N/A	N/A	N/A	N/A
Two or More	83%	33%	83%	82%	89%	75%	25%	25%	80%

**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	87%	38%	85%	73%	76%	71%	31%	9%	76%
African-American	89%	44%	85%	59%	68%	50%	50%	0%	55%
Hispanic	82%	28%	80%	68%	73%	66%	27%	4%	71%
White	100%	69%	95%	84%	87%	100%	40%	20%	100%
Economically Disadvantaged	87%	35%	81%	65%	67%	64%	26%	8%	68%
Special Education	78%	56%	78%	44%	46%	29%	29%	14%	34%
At-Risk	82%	20%	75%	56%	59%	57%	17%	4%	62%
Limited English Proficient	0%	0%	N/A	57%	58%	67%	67%	0%	70%
Asian	100%	67%	100%	89%	75%	100%	50%	50%	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%	50%	50%	50%	55%

## ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	95.2%	95.7%
African-American	95.4%	95.8%	96.2%	96.5%
Hispanic	95.6%	95%	95.2%	95.5%
White	96%	95.8%	95%	95.5%
Economically Disadvantaged	95.4%	94.4%	94.6%	94.9%
Special Education	94.5%	93.9%	94.5%	94.9%
Limited English Proficient	96.4%	95.8%	95%	95.5%
Asian	97.8%	96.8%	94.5%	96.8%
American Indian	95.3%	95.2%	96.9%	97%
Hawaiian Pacific Islander	95.5%	96.1%	N/A	N/A
Two or More	95.9%	96%	95.3%	96%

## RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	1.35%	1%
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## 17-18 School Improvement Plan - Objectives and Activities

### Goal 1

**Need :** Writing: We missed writing Safeguards as per 2016-2017 STAAR Data. Campus staff as a whole feels like we need more in-depth staff development and structure to our writing program at Boone. We will continue with implementing the Lucy Caulkins Program.

**Goal :** Writing:  
In one academic school year, we will increase our writing performance in all grade levels by 5% as noted by informal and formal assessments such as CDBs, NISD Writing Rubrics, and STAAR Results.

### Goal Details

Student Groups Impacted	All Students, African American, Asian, Special Education, At Risk, Eco-Dis, White, Hawaiian Pacific Islander, ELL, Migrant, Hispanic, 2 or More, American Indian, Homeless
Funding Needed	Local, State Compensatory, Other
Timeline for Implementation	August 2017-June 2018
November Progress Check	We have done quarterly writing sample checks and quarterly postings of students' writing in our hallways. All teachers are implementing Writer's Workshop. In October we had staff development on conferring.
March Progress Check	We have done quarterly writing sample checks and quarterly postings of students' writing in our hallways. All teachers are implementing Writer's Workshop. In February we had staff development on poetry writing and planning for struggling writers.

June Progress Check	<p>Last school year, our Writing STAAR Scores compared to NISD were 5 points lower (Boone 57% passing, NISD 62% passing).</p> <p>This year Writing CDBs, our score averages as compared to NISDs have been within 4 points for 3rd grade (Boone 45%, NISD 49%) and within 2, and then 1 point for the 4th grade writing CDB</p> <p>1st CDB NISD - 53% Boone - 51%</p> <p>2nd CDB NISD 56% Boone 55%</p>
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Activity 1

Activity	We will continue the use the school-wide writing system of Units of Study by Lucy Caulkins and staff development by Columbia Teacher's College.
Person Responsible	Classroom SE and GE Teachers Reading Specialists
Monitoring Measures	Walkthroughs Lesson Plans Writing Samples Formal Observations CDB and common assessment results STAAR Results
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 5
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Utilize Writer's Workshop strategies based on Units of Study Writing Program as a vertically aligned program for grades K-5.
Person Responsible	Classroom SE and GE Teachers Administration Literacy Specialists
Monitoring Measures	Walkthroughs PLC conversations Data Review of CDBs and informal writing samples (at PLC's) Academic Coaching by Literacy Specialists Swivel Recording and Peer Observations
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 4, SWC 5, SWC 8
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 3

Activity	Planning days for writing lesson planning, writing intervention implementation and revision across the curriculum.
Person Responsible	Classroom SE and GE Teachers Literacy Specialists Administration
Monitoring Measures	Agendas for planning days Lesson Plans
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4, SWC 5, SWC 8
Promote Community Involvement	
Educate Diverse Learners	



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

Activity 4

Activity	Academic Night in the Fall to showcase our writing program (along with reading and math) and have students show their parents their writing samples.
Person Responsible	Academic Specialists, Admin, Counselors, SE and GE Teachers
Monitoring Measures	Sign- In Sheets, Parent feedback
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 6
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 :** Behavior: We need to teach student proactive behaviors in problem solving to decrease the amount of disruptive classroom behaviors that require a student to leave the classroom with an office referral by having more engaging lessons and college goal-setting.

**Goal :** In one academic school year, we will decrease our number of office referrals by 5% in all grade levels as noted by eSchool Plus data.

**Goal Details**

Student Groups Impacted	All Students, African American, Asian, Special Education, At Risk, Eco-Dis, White, Hawaiian Pacific Islander, ELL, Migrant, Hispanic, 2 or More, American Indian, Homeless
Funding Needed	
Timeline for Implementation	August 2017- June 2018
November Progress Check	As compared to school year 2016-2017, our office referrals are down 40% and our attendance warning notices are down 53%. We have fully implementation of the PATHS Social Skills curriculum in each of our classrooms 2-3 times per week.
March Progress Check	Office referrals continue to be 40-60% less per month for our students. Our teachers continue to hold daily class meetings and social skills lessons 2-3 times per week using the PATHS Social Skills Curriculum. Feb and March we shared articles with the staff on Restorative Practices discussion stems for redirecting inappropriate behaviors and also on processing as a class when an incident has occurred involving disruptive or aggressive behavior.
June Progress Check	We have had a 40-60% drop in office referrals each month because of our social skills curriculum and restorative practices. We had restorative practices professional development during back to school week and during our October Staff Development Day. ? ?Our PBIS committee continues to support teachers in restorative practices, being proactive and teaching our students appropriate, safe, ways to handle their problems. The PATHS Social Skills Curriculum is what we continue to use campus-wide and daily. Our RTI/PBIS Team comes up with behavioral support plans for the students in the TIER II or TIER III system.

Activity 1

Activity	We will increase the use of positive reward tickets and have all staff participating.
Person Responsible	All staff to include professional staff, custodians, IAs, cafeteria workers, and temporary staff/tutors.
Monitoring Measures	Track incentive awards given out on Google Spreadsheet. Decrease in number of office referrals
Title 1 Fund	Yes
Title 1 Campuses	SWC 2
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	We will have class meetings at least 2 times per week in all classrooms and more staff development in the area of class meetings. Plus, 1 additional advisory lesson a week.
Person Responsible	Every classroom SE and GE Teacher PBIS/Student Leadership Team
Monitoring Measures	Walkthroughs Peer Observation Forms Decrease in number of office referrals
Title 1 Fund	Yes
Title 1 Campuses	SWC 2
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 3

Activity	Every classroom will be utilizing the PBIS System for Classroom Management by providing Professional Development and walkthroughs. All teachers will observe one teacher who is a role model for classroom management, and PATHS Lessons. Review of Data by PBIS/SLT Committee and determine classrooms or teachers in need of assistance with classroom management or students in need of more interventions.
Person Responsible	PBIS/Student Leadership Team Administration All GE and SE Teachers Data Reports at Meetings Office Referral reviews
Monitoring Measures	Walkthroughs Sign In Sheets Peer Observation Forms Decrease in number of office referrals
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 4
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Teachers will provides timely academic and behavioral interventions for struggling students so they are engaged and their behavior is conducive to learning and productive.
Person Responsible	General and Special Education Teacher Academic Specialists

Monitoring Measures	Progress measuring using intervention progress measures and reports common assessments informal teacher assessments
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

#### Activity 5

Activity	Enrichments activities afterschool for students and for families to build stronger relationships and bonds between school & home. We will have a goal-setting segment (Dream Boards) to our student-led conferences night and we will have weekly student-led lessons on colleges & universities on announcements. We will have Cafecitos & 2 Academic Nights. We will have the following clubs available at no cost to our students: Orff, knitting, ACORN Gardening, X3E Gardening, and Student Council.
Person Responsible	Counselors, GT Teacher, and Administration, classroom teachers
Monitoring Measures	Weekly Announcements agenda, Family Events Report
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 4, SWC 6
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

**Goal 3**

**Need :** Technology: We need to increase the integration of technology and increase the use of student and staff technology devices used for academic lessons and student products/work from the lessons.

**Goal :** We will increase the use of technology application, integration, and device use in the classroom lessons for student work production.

**Goal Details**

Student Groups Impacted	All Students, African American, Asian, Special Education, At Risk, Eco-Dis, White, Hawaiian Pacific Islander, ELL, Migrant, Hispanic, 2 or More, American Indian, Homeless
Funding Needed	Local, Other
Timeline for Implementation	August 2017 - June 2018
November Progress Check	Students are utilizing Google Classroom in our rooms. We just got deployed with iPads for 2nd-3rd and we are purchasing 35 with Title Funds for our grades K-2. Our Technology Committee has been meeting on a monthly basis and have just begun talking about Expo coming up and our Technology Night in April
March Progress Check	With our new technology devices we began a "Boonies are Techies" award for our teachers to show off the many ways they are using these devices and apps for student learning and students showing what they know via the devices. Also, our technology committee has begun work on their Tech Expo projects.
June Progress Check	We had every grade level present at the NISD Tech Expo on different apps that students used to show their learning - projects. Also, we had our Science and Technology Night where each grade level had an electronic interactive family activity for them to participate in.

**Activity 1**

Activity	Each class will complete at least 4 technology based projects K-5 culminating into each grade level choosing one tech project to present at Boone's Science and Technology Night and NISD Tech Expo.
Person Responsible	Grade level SE and GE teachers Technology Committee Science Facilitator TSS
Monitoring Measures	4 Technology lesson plans are turned in to Academic Coach (A. Jacob) Technology Rubric for Projects (developed by technology committee) Project observation at Tech Night and Expo

Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 6
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 2

Activity	Using the technology committee as a vehicle for which classroom teacher representatives within that committee will research and apply technology applications in the classroom and report back to the grade level team with regards to the practices found to be successful in their classroom.
Person Responsible	Technology Committee Grade level SE and GE teachers
Monitoring Measures	Grade Level Agendas Technology Committee Minutes (Shared via Google)
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 5, SWC 8
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 3

Activity	When hiring, we will screen for candidates who have experience, as per resumes and questioning, to integrate technology daily in throughout their lessons.
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Person Responsible	Boone hiring committees that formulates questions for interviews.
Monitoring Measures	Review of interview question forms.
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	Use of Google Classrooms in each room.
Person Responsible	All Classroom SE and GE Teachers
Monitoring Measures	Lesson Plans Walkthroughs
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 4**

Need : We missed safeguard in the special education student population in the reading and math state assessment for the 2016-2017 school year.

Goal : We will increase the academic performance of the special education population by 5 points on their STAAR Assessment Results.

**Goal Details**

Student Groups Impacted	All Students, African American, Asian, Special Education, At Risk, Eco-Dis, White, Hawaiian Pacific Islander, ELL, Migrant, Hispanic, 2 or More, American Indian, Homeless
Funding Needed	Local
Timeline for Implementation	August 2017 - August 2018
November Progress Check	We have added an additional planning time for our gen ed and spec ed collab partners every 6 days. Also, each spec ed collab teacher is turning in weekly documents of their planning to admin along with a roster of their caseloads and academic performance levels.

March Progress Check	Planning of collab partner teachers continue and spec ed students' interventions were tweaked and tailored as per their benchmark tests in January and CFAs. Students reading, math, and writing levels are being monitored via a collaborative spreadsheet on our Google Drive where collab partners, SE Coordinator, and admin can track and review progress/regression.
June Progress Check	<p>This year, our collab partners had an extra planning time together every 6 days for them to specifically look at the Spec Ed caseload and discuss/plan for these students. Also, to track the progress of our STAAR Test Takers, a spreadsheet was made and collaborated on by our collab partners.</p> <p>We do not yet have STAAR Data for 3rd and 4th grade however, below is how our 5th graders in Spec Ed. performed as compared to last years' scores when they were 4th graders:</p> <p>Math This group as 4th graders last year - 40% This group as 5th graders this year - 78% Growth=38 points</p> <p>Reading This group as 4th graders last year - 40% This group as 5th graders this year - 63% Growth = 23 points</p>

#### Activity 1

Activity	Special Education Collab Teachers will be gathering data and running reports on their students to bring to the PLC Data Review meetings.
Person Responsible	SE Collab Teachers and SE Coordinator.
Monitoring Measures	By Administration at every PLC Data Review Meeting.
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Regularly scheduled planning meetings for the GE and SE Collab partners (additional Planning Time).
Person Responsible	SE Coordinator, Rotation Specialist Team Leader, SE and GE Collab Teachers.
Monitoring Measures	Lesson Plans Monthly Check-ins with collab partners by SE Coord Admin and SE Coord Monthly check ins on the system as a whole
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Timely interventions given to them by a certified personnel through in class small group or day tutors.
Person Responsible	Classroom Teachers (GE and SE) Academic Specialists
Monitoring Measures	Common Assessments CDBs STAAR
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 4, SWC 8, SWC 9
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 : Students and families will participate in campus-wide fitness activities at Boone after school hours.

Goal Details

Student Groups Impacted	All Students, African American, Asian, Special Education, At Risk, Eco-Dis, White, Hawaiian Pacific Islander, ELL, Migrant, Hispanic, 2 or More, American Indian, Homeless
Funding Needed	Local
Timeline for Implementation	August 2017 - June 2018
November Progress Check	We held our Health and Fitness Fair in October and it was a very successful event providing resources from the community (Mental, Dental, Physical Health organizations) to our families along with suggestions and ideas on healthy eating, exercising, and activities. Friday December 1st was the kickoff event for our Run Club led by our Coaches and Nurse.
March Progress Check	March 8th we held our Heroes for Health day where SAPD and our coaches led exercises and stretches with our school. They also talked about health, wellness, and safety tips.
June Progress Check	April 21st we held our Fiesta Dash which was the culmination of our Running Club. Our Running Club met weekly since March and ran. We also finished our Marathon Kids club where kids ran marathons on their own time and tracked their progress. We also held our Bike Rodeo and Field Day in May.

Activity 1

Activity	We will once again hold a Health and Fitness Fair where we will have health screenings, give families healthy snacks and ideas for healthy snacks and meals. We will have over 15 vendors such as HEB Nutrition Dept, YMCA, SA Blood Bank, American Heart Assoc., and CHIP/Medicare Representatives giving families information on being healthy. All students will learn a 2-4 minute dance or skill routine to perform at the Health Fair Event - taught by the PE Teacher.
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Person Responsible	PIC Chairperson PE Teacher Admin Health Fair Committee PTA
Monitoring Measures	Committee will meet at least twice before the Health Fair and one debrief meeting afterwards to assess the success of the event.
Title 1 Fund	Yes
Title 1 Campuses	SWC 6
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

#### Activity 2

Activity	We will once again have a Run Club and Marathon Kids Club at Boone in the Spring after school. Culminating activity will be the NEF 5K.
Person Responsible	School Nurse 2 Teacher Sponsors PE Teacher
Monitoring Measures	The Run Club and Marathon Club will meet to plan and give administration a copy of their plan, practices, and events.
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 6
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 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

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