



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

BRAUCHLE ELEMENTARY SCHOOL

2017-2018

BRAUCHLE ES

Needs Assessment 2017-2018

Process

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

Team Leaders met to look at current data in relation to the SIP goals for 2016-2017. A protocol was used to divide the leadership team into 3 groups (one for each goal). Every group had data to analyze, looked at current strategies, and indicated whether the strategy was considered effective according to the latest data for that goal. Patterns and trends were listed for each goal. A gallery walk was used to have all teachers look at patterns and trends. New goals were developed after reviewing patterns and trends for our campus.

All expenditures using Title 1 funds were evaluated in terms of effectiveness and recommendations were made for the 2017-2018 school year. .

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 type="checkbox"/> Regression graphs	
<input 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 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>In all but one grade level, the number and percentage of students reading at or above grade level was increased. The one grade level in which there was not an increase still had the highest number of students reading at or above grade level for the entire campus (4th grade).</p> <p>Writing continues to be an area of growth for our campus. K-1st grades have increased the opportunities for students to write. Second and third grades still need to increase fidelity to the writing process in their classrooms.</p> <p>Feedback was studied and used as a learning opportunity for the school through Instructional Rounds. Evidence gained from the rounds included increased use of quality feedback from teachers to students and from students to students.</p> <p>Special education students at 3rd grade have struggled in spite of the intense interventions they have received. They have made progress, but it does not show on CDB's.</p>

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.

 Student attendance Discipline Grades CDBs Common Assessments Other Instructional Rounds

Findings	<p>Student attendance/tardies continues to be an issue. We did not meet our goal to decrease the number of absences and tardies.</p> <p>Student discipline referrals were reduced until the EOY. They increased in April/May, with the area of concern identified as physical aggression.</p> <p>Grades have consistently been showing high numbers of students passing, but it is misleading because we continue to reteach for mastery and that results in higher passing averages (even though students may still be working below level)</p> <p>Common Assessments have been created at every grade level. Some teams are using them as a pre-test to assure students are given DI from the beginning of the week, but not all teams are doing this.</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

<input type="checkbox"/> Other	
Findings	<p>Decision making structures on campus were reviewed with the consensus being no change was needed. Teachers have voice in the decision making process.</p> <p>Distribution of leadership and responsibilities needs to improve so that other teaches are also leading events and programs throughout the year.</p> <p>The master schedule was evaluated and adjusted based on feedback from the teams.</p> <p>The master calendar was evaluated and adjusted based on feedback from the team. A decision to monitor the number of activities in a week was made so that too many activities at the same time did not overwhelm the staff.</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

Findings	<p>The use of 2 During the Day Tutors was evaluated and determined to be a support in the increased number of students reading at or above grade level.</p> <p>Tutoring after school will continue but we will assure a smoother process for scheduling the sessions and communicating it to administration.</p> <p>Students identified for tutoring during the day and after school were fluid groups based on common interventions in most cases but not all.</p> <p>Data from specialists for RTI stil needs to be shared in a productive and set manner for the campus.</p> <p>A discussion about specialists schedules and how they support the students focused on the work they do on Fridays and the 2 weeks at the end of the year was a concern from the teachers.</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

<input checked="" type="checkbox"/> Family and community input
<input checked="" type="checkbox"/> Family and community services
<input type="checkbox"/> Second language communication
<input type="checkbox"/> Other
Findings
<p>Communication to parents was improved through the monthly flyer that is sent home to parents, the Remind 101 messages and the school call out system.</p> <p>Family and community activities that were most attended were when students were presenting and there were "fun" additions such as food trucks and music.</p> <p>Family services that were continued for the grandparents raising grandchildren were successful and well attended.</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.	
<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 checked="" type="checkbox"/> Other	Instructinal Rounds Feedback from Visioning Principals
Findings	<p>School climate is positive and focused on collaboration. Teachers feel safe to innovate and take risks. Principals that visited stated the school culture was conducive to learning and collaboration.</p> <p>Discipline continues to be an issue despite implementing PBIS at out school. Physical aggression is a specific area of concern.</p> <p>Attendance continues to be an issue despite the incentives provided by the schools. Teachers were calling home every time a student was absent and administration made home visits.</p> <p>Extra curricular clubs were increased, and student voice was used to create clubs that were aligned to their needs.</p>

CSF 7: Teacher Quality	
Teacher Quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development. Evidence shows that low income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers.	
<input checked="" type="checkbox"/> Teacher attendance	

<input type="checkbox"/> Teacher experience and years on campus
<input type="checkbox"/> Class size
<input checked="" type="checkbox"/> Staff retention rates
<input type="checkbox"/> Alignment of curriculum, instruction, assessment
<input checked="" type="checkbox"/> Alignment of CDB scores and STAAR results
<input checked="" type="checkbox"/> Effectiveness of planning and collaboration
<input checked="" type="checkbox"/> Professional development experiences and requests
<input type="checkbox"/> Other

Findings	<p>Teachers retention at Brauchle is high. Teachers that have been displaced express a desire to stay because of the positive school culture.</p> <p>Collaboration is embedded in the school's daily practices because of the PLC groups. There is a need to continue to build capacity as team members change from one grade level to another, and to improve the PLC process at our school.</p> <p>CDB and STAAR alignment is pretty consistent. Most students that score low on CDB's are the same students that do not score well on STAAR.</p> <p>Professional development was improved by conducting job embedded practices such as Learning Walks and Instructional ROUNDS. Feedback from staff was positive about this type of PD.</p>
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Priority Needs

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

Priority Need 1

There is a need to close the gap between all students and special education students as well as ELL students.
CSF 1 Academic Performance

Priority Need 2

There is a need to increase parent involvement for activities held on campus.
CSF 5 Family and Community Engagement

Priority Need 3

There is a need to reduce the number of physical aggression acts among the students.
CSF 6 School Climate

Priority Need 4

Increase the level of rigor and differentiation for all students.

CSF 1 Academic Performance

CSF 2 Use of Quality Data to Drive Instruction

CSF 4 Increased Learning Time

CSF 7 Teacher Quality

Campus: BRAUCHLE ES

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 05/22/2017

SAT Member	Name	Signature
Principal	Adriana Garza	
Parent Community Representative	Amanda Guerra	
Staff Representative	Ruth Hurd	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Holly Hernandez	Staff Member
Monica Anguiano	Administrator
Veronica Alonzo	Parent
Wend Beason	Staff Member
Rose Ann Perez	Business Representative
Madison Guerra	Staff Member

CAMPUS: BRAUCHLE 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		Our Beliefs and Cornerstones: Teachers and Staff will review campus belief/cornerstones to establish our "Why."	Collaboration	All Staff	All Students	Local	3
08/22/2017		TTES Refresher (2 hours), Teacher Access Center (2 Hours) District Convocation (2 Hours)	Instruction	Teachers & Staff	All Students	Local	6
08/23/2017		PLC Foundation: Taking It To The Next Level	Collaboration	Teachers & Staff	All Students	Title I,Local	6
10/09/2017		PLC Foundation: Taking It To The Next Level (3 HRS) & C&I Presentation (3 HRS)		Teachers	All Students	Title I,Local	6
11/20/2017	08/07/2017	Retreat Day: Creating Our Cornerstones	Collaboration	All Staff	All Students	Title I,Local	6
11/21/2017	08/04/2017	Retreat Day: Teambuilding at Sea World	Collaboration	All Staff	All Students	Title I,Local	6
02/19/2018	02/19/2018	PLC: Taking It To The Next Level-Critical Friends	Collaboration	All Staff	All Students	Title I,Local	6

CAMPUS: BRAUCHLE 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	82%	45%	80%	74%	76%	81%	49%	24%	86%
African-American	80%	50%	80%	62%	72%	50%	20%	10%	55%
Hispanic	81%	41%	80%	70%	74%	80%	48%	22%	85%
White	87%	57%	85%	84%	86%	90%	56%	30%	95%
Economically Disadvantaged	75%	40%	75%	66%	68%	77%	45%	19%	82%
Special Education	63%	28%	60%	44%	48%	52%	30%	15%	57%
At-Risk	72%	24%	65%	58%	58%	67%	24%	5%	72%
Limited English Proficient	75%	13%	70%	62%	63%	67%	44%	0%	72%
Asian	100%	60%	80%	89%	78%	100%	67%	33%	100%
American Indian	100%	0%	N/A	73%	58%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	71%	N/A	N/A	N/A	N/A
Two or More	71%	57%	75%	80%	87%	75%	50%	42%	55%

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	78%	40%	80%	64%	62%	64%	31%	8%	70%
African-American	67%	17%	80%	53%	56%	100%	100%	0%	100%
Hispanic	79%	43%	80%	60%	59%	60%	27%	4%	65%

White	81%	38%	75%	72%	73%	84%	42%	21%	90%
Economically Disadvantaged	70%	26%	80%	56%	52%	61%	24%	5%	66%
Special Education	29%	14%	70%	33%	32%	48%	30%	0%	53%
At-Risk	53%	6%	70%	44%	37%	40%	9%	0%	45%
Limited English Proficient	0%	0%	70%	54%	49%	25%	0%	0%	30%
Asian	50%	0%	95%	85%	72%	100%	100%	100%	100%
American Indian	N/A	N/A	N/A	61%	71%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	67%	50%	N/A	N/A	N/A	N/A
Two or More	75%	75%	90%	70%	76%	0%	0%	0%	0%

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	86%	53%	80%	79%	80%	85%	56%	31%	90%
African-American	80%	50%	80%	66%	72%	80%	20%	10%	85%
Hispanic	85%	50%	80%	77%	78%	85%	56%	29%	90%
White	91%	65%	80%	87%	88%	85%	66%	41%	90%
Economically Disadvantaged	82%	51%	75%	73%	73%	80%	51%	24%	85%
Special Education	60%	33%	70%	53%	56%	65%	35%	19%	70%
At-Risk	70%	23%	70%	67%	65%	72%	35%	15%	77%
Limited English Proficient	88%	50%	70%	73%	72%	78%	67%	11%	83%
Asian	100%	60%	70%	94%	86%	100%	100%	33%	100%
American Indian	100%	0%	N/A	78%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	80%	78%	N/A	N/A	N/A	N/A
Two or More	71%	43%	90%	82%	89%	75%	50%	42%	55%

SCIENCE (Grade 5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec		Approaches Standard	Approaches Standard	Approaches Standard	Meets Standard	Masters Standard	
All Students	84%	53%	85%	73%	76%	87%	59%	28%	92%
African-American	100%	67%	80%	59%	68%	67%	33%	0%	72%
Hispanic	80%	48%	80%	68%	73%	88%	59%	28%	93%
White	93%	60%	90%	84%	87%	89%	58%	26%	94%
Economically Disadvantaged	80%	52%	80%	65%	67%	79%	50%	25%	84%
Special Education	70%	40%	70%	44%	46%	54%	38%	23%	59%
At-Risk	74%	21%	70%	56%	59%	77%	52%	23%	82%
Limited English Proficient	50%	50%	70%	57%	58%	100%	100%	0%	100%
Asian	100%	100%	N/A	89%	75%	100%	100%	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%	100%	90%	81%	86%	80%	60%	40%	65%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	95.7%	96.7%
African-American	95.4%	95.8%	97.2%	98.2%
Hispanic	95.6%	95%	95.3%	96.3%
White	96%	95.8%	96.5%	97.5%
Economically Disadvantaged	95.4%	94.4%	95%	96%
Special Education	94.5%	93.9%	94.3%	95.3%
Limited English Proficient	96.4%	95.8%	96%	97%
Asian	97.8%	96.8%	97.7%	98.7%
American Indian	95.3%	95.2%	98.8%	99%
Hawaiian Pacific Islander	95.5%	96.1%	95.6%	96.6%
Two or More	95.9%	96%	97%	98%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% of Students Retained	0.98%	0.18%	0.15%

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : There is a need to close the gap between all students and special education students as well as ELL students.

Goal : Differentiated and high quality tier 1 instruction will be planned and implemented with fidelity to meet the needs of our ELL and Special Education students in all ELAR & Writing.

Goal Details

Student Groups Impacted	All Students, African American, Special Education, Eco-Dis, ELL, Hispanic, 2 or More
Funding Needed	Local, State Compensatory, Other
Timeline for Implementation	August 21, 2017 -June 1, 2018
November Progress Check	<p>Through the use of common assessments, walk throughs, team planning, progress monitoring meetings with individual teachers, RTI meetings, it is evident that our ELL and Special Education students do continue to under perform our other sub pops, but progress is being made. We have adjusted instructional time, strategies with our special education students to target their specific needs.</p> <p>During walk throughs, we are seeing all students participate in higher order thinking activities, questions, conversations to better prepare them to be successful on grade level TEKS.</p> <p>Once we get our CDB data in January, we will have a more comparable data source to see how our students are closing academic gaps.</p>

March Progress Check	<p>Having a campus-wide intervention time supported students academic needs where small group instruction and common assessments were implemented targeting ELAR and Writing TEKS. Teachers along with academic support specialist met for team planning sessions utilizing the four questions of a PLC while reviewing common assessments and running records. Scheduling and holding staffing, RTI, and holding check in meetings with staff provided evidence through conversations and supporting data that students are moving closer to closing the gaps making gains in reading levels and show progress closing the gaps.</p> <p>With current STAAR data students show significant gains and progress.</p> <p>During walk throughs, students are holding conversations with one another where it is evident that they are processing on their own leading to them becoming self-directed learners.</p>
June Progress Check	<p>We will continue to work on a goal under the area of reading and writing to ensure that we continue to better meet student needs. With writing STAAR, we did fall about 3% from last year's scores, therefore will revisit this goal for next year, and adjust the activities to enhance student growth.</p> <p>The walk throughs were unfortunately not as consistent as they could have been during writing the last 2 months of school, therefore we will continue this activity as well.</p> <p>Through the use of common assessments, STAAR mock, and CDB's we had seen progress, and then on STAAR did take just a small dip in scores.</p> <p>Even though we did see about a 10% increase in student growth for special education students on writing prompts/grammar assessments, we did not see the increase on STAAR data.</p>

Activity 1

Activity	PLC "WOW" meetings will be conducted with fidelity.
Person Responsible	Administration and Team Leaders Teachers
Monitoring Measures	<p>Google form for PLC Meetings will be submitted to administration</p> <p>Data from Common Assessments will be reviewed at WOW meetings</p> <p>Google PLC Classroom will show evidence of collaboration</p> <p>Google files with student progress data will be transparent to all teachers in the grade level, specialists and administration</p>
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 8
Promote Community Involvement	

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

Activity 2

Activity	Instructional Rounds 2X a year Learning Walks
Person Responsible	Administration Team Leaders Teachers
Monitoring Measures	Data From Instructional Rounds will be reviewed at WOW meetings
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, 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	There will be four critical Friends Activities during WOW mtg. focused on Writing.
Person Responsible	Reading Specialist Administration Teachers
Monitoring Measures	Google PLC Classroom Shared Spreadsheet Google PLC form

Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, 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	Students will be given opportunities to write in journals or other authentic tasks on a daily basis.
Person Responsible	Teachers
Monitoring Measures	Student work Critical Friends WOW Factor Google PLC classroom Google PLC Form
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, 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 5

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Activity	Tier I instruction in Writing will include conferencing (specific feedback), vocabulary instruction ex. Marzano vocabulary instruction, participation guides to DI for all students.
Person Responsible	Administration Reading Specialist Teachers
Monitoring Measures	Student writing sample baselines 3X a year PLC WOW Google Forms
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 8, SWC 9
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 a need to increase parent involvement for activities held on campus.

Goal : Parental involvement will be increased by designing activities that attract more parents and include student leadership at these events.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, State Compensatory
Timeline for Implementation	August 2017-June 2018

November Progress Check	We have seen a great increase by 50% of parents/families who attended our Math/Reading family night in October. According to our sign in, we had approximately 500 attendees. This was due to the interactive activities we had our parents and students participate in. We will continue to adjust our family events to meet parent/community needs in an interactive and fun way. We look forward to our February family event.
March Progress Check	Targeting the interest of our families while building and maintaining relationships in and outside our school we continue to hold successful events throughout the year such as, Family Bingo Night, Peter Piper Night, Family STEM Night where attendance exceeds above 50%.
June Progress Check	Our family events this year were quite successful due to the excitement students had prior to the event. The activities planned out by staff were well thought out and met student/parent needs. The parents were very pleased with the way we have tried to make the learning nights more fun, and engaging for them and their students. The nights also focused on building in family time, so parents, students truly enjoyed them, yet still had that family bonding time.

Activity 1

Activity	Parent/Student events that include student leadership will be planned that are well advertised and promoted to parents through newsletters, Remind 101, Social Media and Call Outs.
Person Responsible	Parent Involvement Committee, School Advisory Team
Monitoring Measures	The Parent Involvement Committee and the School Advisory Team will meet quarterly to review data for parent attendance at school events and decide whether activities need to be modified.
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 7, SWC 8
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Formative assessment data will be gathered at the end of the day at dismissal through Parent Surveys.
Person Responsible	STUCO Sponsors
Monitoring Measures	Data from the random questionnaires/surveys will be reviewed at PIC/SAT Meetings

Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 6, 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	
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 3

Need : There is a need to reduce the number of physical aggression acts among the students.

Goal : Reduce discipline referrals and acts of physical aggression amongst the students by at least 10%.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, Other
Timeline for Implementation	August 2017-June 2018
November Progress Check	Looking at our discipline data we are decreasing the number of both discipline referrals and physical aggression. We have see an decrease by 5%, and will continue to embed our PBIS model, and make any additions to continue to positively impact discipline. We have also embedded "staffings" to sit and discuss individual students who are struggling with their behavior/academics and create an individualized plan of action for each of them. We continue to have conversations about our "frequent" fliers to the office, and how we can better support them and our teachers.
March Progress Check	In viewing our discipline data we are decreasing the number discipline referrals. We have seen an decrease by 50%, and will continue to embed our PBIS model. We have also continued to embed "staffings" to sit and discuss individual students who are struggling with their behavior/academics and create an individualized plan of action for each of them. We will continue to have conversations in our PBIS leadership team to support students who continue to struggle and are moved to TIER 3 for behavior.
June Progress Check	Goal has been successful as we have seen a significant drop in referrals- about 50% decrease. PBIS, positive referrals have also played a role in why data has gotten much better.

Activity 1

Activity	Class meetings will be conducted with fidelity. Topics on the agendas should support the skills needed to resolve conflict in positive ways.
Person Responsible	PBIS Leadership Team, Student Advisory Chairperson, Administration
Monitoring Measures	Walkthroughs during Friday morning Class Meetings Agendas Resources Given to Staff by Advisory Chair and Counselors Discipline Data Reports shared at Team Leader/PBIS Meetings

Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 4, SWC 8
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	A Tier 2 Support Team will be created and used to support teachers with RTI for chronically disruptive students or students needing behavioral interventions.
Person Responsible	PBIS Leadership Team
Monitoring Measures	Agendas for Tier 2/3 meetings Tier 2 Data Reports Discipline Data Reports will be shared with Team Leaders
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, 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	
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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 4

Need : Increase the level of rigor and differentiation for all students.

Goal : Guided Reading, Guided Math and Writer's Workshop will be conducted with fidelity. Elements of high quality Tier 1 instruction will include Kaplan's Depth and Complexity, Differentiation based on readiness and interest, and cross curricular connections.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, Other
Timeline for Implementation	August 2017-June 2018
November Progress Check	We will continue to collect data on all the things listed above to ensure we are gathering quality data. Guided reading, math, and writer's workshop are instructional expectations, and through walk throughs, it is evident all grades Pre-K-5th are implementing it in their classrooms.

March Progress Check	We continue to collect data on all the things listed above to ensure effective instructional expectations. We do this through walk-throughs and student data.
June Progress Check	This goal will be broken up into pieces and focused on next year. Although we have seen progress made on Tier 1 Quality instruction, we will continue to revisit the goal so that we can break it up into pieces and have more of a clear focus.

Activity 1

Activity	Every team will design at least one high quality interdisciplinary unit.
Person Responsible	Teachers
Monitoring Measures	Interdisciplinary unit will be shared on Google Classroom with administration Walkthroughs Student Work
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 8
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Student activities during CSI, Guided Reading, Guided Math and Writer's Workshop will be diff. based on readiness and interest.
Person Responsible	Teachers
Monitoring Measures	WOW Meeting Google Form Lesson Plans Walkthroughs Student Work
Title 1 Fund	Yes

Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, 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	PD will be provided on conferring w/Ss by the team that attended Becky Koesel.
Person Responsible	Team of teachers who attended Summer training with Becky Koesel Administration Reading Specialist
Monitoring Measures	Student writing baselines 3X year WOW Google Form Critical Friends work WOW Factor
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, 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

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Activity	Book Studies will be conducted by administration: Real Engagement - ASCD (All Teachers) Fast Grading - Doug Reeves (Team Leaders) Phonics In Context - Hornsby
Person Responsible	Administration
Monitoring Measures	Google PLC Classroom
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, 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 5

Activity	Making Things Visible, Depth & Complexity and other critical thinking tools will be used w/fidelity during TIER 1 instruction.
Person Responsible	GT Teacher Administration Teachers
Monitoring Measures	WOW Factor Google Form PLC Google PLC Classroom Instructional Rounds Student work
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	

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

Goal : n/a

Goal Details

Student Groups Impacted	All Students
Funding Needed	Other
Timeline for Implementation	n/a
November Progress Check	n/a
March Progress Check	n/a
June Progress Check	n/a

Activity 1

Activity	n/a
Person Responsible	n/a
Monitoring Measures	n/a
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	n/a
Person Responsible	n/a
Monitoring Measures	n/a
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	n/a
Person Responsible	n/a
Monitoring Measures	n/a
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	n/a
Person Responsible	n/a
Monitoring Measures	n/a
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	n/a
Person Responsible	n/a
Monitoring Measures	n/a
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	

Goal : Students will have regular opportunities to explore positive and healthy lifestyle choices.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, Other
Timeline for Implementation	August 2017-June 2018
November Progress Check	Every day our PE Coach and her assistant ensure to have students involved in physical education for at least 30 minutes when going into the gym. Our BBN will continue to add physical education within their announcements. We are making gains in this goal through our PE class.
March Progress Check	We have continued to work on this goal through PE, morning announcements, recess, and other extra curriculum activities we do on campus.
June Progress Check	Our PE Coach and her assistant have ensured to increase the number of minutes students are being physically active during PE. They both split into 2 and make the learning environment much more physically challenging for students, and have increased the minutes for students to be active. The fact that they only have 2 classes in there for PE has also assisted with this.

Activity 1

Activity	Students will be given integrated and meaningful health related activities during physical education classes and on BBN at least once a week.
Person Responsible	PE Coach, BBN Sponsor
Monitoring Measures	BBN Scripts PE Lesson Plans

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	
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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	