



NORTHSIDE
SCHOOL



INDEPENDENT
DISTRICT



SCHOOL IMPROVEMENT PLAN

CABLE ELEMENTARY SCHOOL

2017-2018

OUR MISSION

We will create our vision of: Courageously United Brilliant Scholars.
As students, teachers, administration, staff, and parents, our mission is to be: Consistently Committed, Academically Accountable, Believers and Builders of Life Long Learners and Leaders, Every day in Every way.

CABLE ES

Needs Assessment 2017-2018

Process

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

*May 25, 2017- EOY SIP review was shared with staff through the Leadership Team. Teachers were able to get insight and Goal 1 was based on the lessons learned from the 2016-17 school year. PLC will be the focus for quality Tier 1 instruction.

*7/27/17- During District Data Day, administration worked with leadership team to begin identifying campus needs based on student data

*7/27/17- Campus leadership team conducted a root cause analysis on Reading, Writing, and Math performance. How do our Goals and activities support the district priorities?

"PLC will incorporate:

*NORMS

*Protocols

*SMART Goals

*Formative Assessments (4 Corallary Questions)

*District Content Initiatives are learning expectations

*NISD Interventions are implemented (eRtl)

*Implementing 100% Professional Learning Communities (PLC) to effectively experiences measured by student growth."

Data and Campus Practices Review

Every organization has factors that are critical to its success. These critical success factors (CSFs) help the organization thrive by helping stakeholders focus on the organization’s priorities. They are research-based and are key elements for implementing improvement efforts.

Select all data and campus practices reviewed in the needs assessment (Title I Schoolwide Component 1). Multiple selections are allowed. Then document your findings in the textbox provided. Findings should include statements of fact about the data or the practice.

CSF 1: Academic Performance	
Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.	
<input checked="" type="checkbox"/> STAAR/EOC/TAKS	
<input checked="" type="checkbox"/> Regression graphs	
<input checked="" type="checkbox"/> Student demographics	
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE	
<input checked="" type="checkbox"/> TELPAS	
<input checked="" type="checkbox"/> Promotion/retention (Elementary)	
<input type="checkbox"/> Failure rates (Secondary)	
<input type="checkbox"/> Completion and graduation rates (High School)	
<input type="checkbox"/> SAT/ACT (High School)	
<input type="checkbox"/> AP (High School)	
<input type="checkbox"/> Other	
Findings	<ul style="list-style-type: none"> *IRI - DRA levels are not aligned with STAAR Reading scores *Student performance declines on IRIs as they progress through the grade levels *4th grade students' dropped 14 points in Reading and 32 points in Math *Writing rubric NEAR scores do not reflect STAAR Writing *14 point drop in 3rd grade math *Large gap between Met Standard and Recommended standard *Students performed significantly below the regression line in all areas with the exception of 3rd grade reading

CSF 2: Use of Quality Data to Drive Instruction	
Use of Quality Data to Drive Instruction emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used. It is not only the use of data to drive instructional decision making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.	
<input checked="" type="checkbox"/> Student attendance	

<input checked="" type="checkbox"/> Discipline	
<input checked="" type="checkbox"/> Grades	
<input checked="" type="checkbox"/> CDBs	
<input checked="" type="checkbox"/> Common Assessments	
<input type="checkbox"/> Other	
Findings	<ul style="list-style-type: none"> *CDB data is reviewed, in grades 2-5, after every CDB *Campus quintiles CDB data *Data is disaggregated by special populations *Attendance, grades, and CDB data are all collected *Campus instructional specialists conduct data reviews with teachers *There is an inconsistency in the perception of who analyzes the data *Teachers do not adjust their instruction based on data *There is a lack of systematic follow through with data

CSF 3: Leadership Effectiveness	
Leadership Effectiveness targets the need for leadership on the campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Providing job-embedded professional development to build capacity of campus leaders is a vital part of this CSF.	
<input checked="" type="checkbox"/> Distribution of leadership and responsibilities	
<input checked="" type="checkbox"/> Decision making structures on the campus	
<input checked="" type="checkbox"/> Teacher input	
<input checked="" type="checkbox"/> Campus goals	
<input checked="" type="checkbox"/> Monitoring of teacher performance; feedback to staff	
<input checked="" type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Master schedule	
<input type="checkbox"/> Teacher and parent surveys	
<input type="checkbox"/> Other	
Findings	<ul style="list-style-type: none"> *Campus utilizes an Organizational Leadership Team and an Instructional Leadership team (leadership responsibilities are distributed) *Leadership team meetings are based on campus concerns and needs *The focus of the Instructional Leadership team is instructional needs

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>*Cub time is being utilized daily for reading intervention and enrichment</p> <p>*While teachers are using interventions, such as iStation, Lexia, and iReady, they are not monitoring students' progress</p> <p>*200 minutes are allotted in instructional schedule for ELA and math block</p> <p>*Rtl committee uses data to identify students in need of intervention</p> <p>*Reading and math specialists deliver intervention during reading/math block</p>
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CSF 5: Family/Community Engagement

Family and Community Engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services.

Communication

Family and community activities

Family and community input

Family and community services

Second language communication

Other

Findings	<p>*Campus promotes the ReadyRosie program PreK and Kinder families</p> <p>*Campus provides parents with monthly newsletters and phone messenger school updates</p> <p>*Campus conducts Academic Nights and student-led conference</p>
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CSF 6: School Climate

School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.

Teacher surveys

Parent surveys

<input 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	<ul style="list-style-type: none"> *The Organizational Health Inventory is conducted yearly as a tool to measure school climate *Students, overall, feel safe at school *Teachers feel overwhelmed *194 students had excessive absences in 2015-16 *The majority of student discipline is excessive absences *Special Ed attendance in 1% below all students *Several changes in bilingual program at campus (3 bilingual teachers/grade level) *Teachers are allowed to be creative, innovative, and risk-takers, however, are not prepared to take that risk

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 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	<ul style="list-style-type: none"> *CDB performance does not align with STAAR performance *Walkthrough data reflects that students are mostly engaged in listening, speaking, and writing in a whole-group setting *27% of staff are beginning teachers; 30% of staff have 6-10 years of experience *Administration provides support to struggling teachers through specialists modeling and coaching *Red Wagon is utilized for new staff *Teachers meet after school on Wednesdays for planning *There is a lack of norms for campus-wide instructional strategies *Staff development requests indicate desire for curriculum-base professional development

Priority Needs

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

Priority Need 1

Create a Collaborative culture of learning.

"1. Implementation of PLC

*Unwavering focus on learning

*Collaborative Culture

*Results Orientation"

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 2

Intervention will be with consistency and fidelity

CSF 1 Academic Performance

CSF 2 Use of Quality Data to Drive Instruction

CSF 3 Leadership Effectiveness

CSF 4 Increased Learning Time

CSF 6 School Climate

Priority Need 3

Instructional learning components of instructional programs need to be implemented with fidelity

CSF 1 Academic Performance

CSF 2 Use of Quality Data to Drive Instruction

CSF 3 Leadership Effectiveness

CSF 4 Increased Learning Time

CSF 6 School Climate

CSF 7 Teacher Quality

Campus: CABLE ES

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 05/23/2017

SAT Member	Name	Signature
Principal	Rosie Siller	
Parent Community Representative	Maria Campbell	
Staff Representative	Lizette Smith	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Regina Torrez	Staff Member
Pat Vargas	Staff Member
Roslynn Segura	Staff Member
Ludgeria Scott	Staff Member
Amy Braswell	Staff Member
Regina Ramon	Staff Member
Cristina McKnight	Staff Member
Alicia Sotello	Staff Member
Alyssa Torrez	Staff Member
Roxanne Guerra	Staff Member
Laurie Aguilar	Staff Member

CAMPUS: CABLE 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	08/21/2017	NISD PLC Foundations Overview (District Training/Teams Develop NORMS/PLC Actions and Roles)	Curriculum/Instruction	All Professional Staff	All	Title I	6
08/22/2017	08/22/2017	AM~ Convocation/ PM~ Staff Work Day	Instruction	All Professional Staff	All	Title I	6
08/23/2017	08/23/2017	Work Day	Instruction	All Professional Staff	All	Title I	6
10/09/2017	10/09/2017	Discipline Tickets/ 504 Process/ At-Risk/ RTI	Instruction	All Professional Staff	All	Title I	6
11/20/2017	11/20/2017	Teacher Choice Day	Curriculum	All Staff	All	Local	6
11/21/2017	11/21/2017	Teacher Choice Day	Curriculum	All Staff	All	Local	6
02/19/2018	02/19/2018	AM- Tier I- Effective Teaching Practices (K-2)/RTI Data Entry (3-5) Academic Specialist to Facilitate (Grade Level bands switched PD)/ PM TELPAS Calibration (other Teachers Planned)	Curriculum/Instruction	All Staff	All	Title I	6

CAMPUS: CABLE 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	60%	25%	70%	74%	76%	56%	23%	10%	75%
African-American	53%	7%	70%	62%	72%	50%	33%	17%	70%
Hispanic	60%	25%	70%	70%	74%	56%	22%	10%	75%
White	80%	40%	85%	84%	86%	45%	18%	0%	70%
Economically Disadvantaged	59%	24%	70%	66%	68%	55%	21%	9%	75%
Special Education	29%	13%	50%	44%	48%	32%	15%	7%	50%
At-Risk	51%	17%	70%	58%	58%	47%	16%	7%	75%
Limited English Proficient	69%	32%	75%	62%	63%	61%	26%	14%	75%
Asian	100%	100%	100%	89%	78%	100%	50%	50%	100%
American Indian	0%	0%	N/A	73%	58%	0%	0%	0%	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	71%	N/A	N/A	N/A	N/A
Two or More	N/A	N/A	N/A	80%	87%	N/A	N/A	N/A	N/A

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	42%	14%	60%	64%	62%	53%	23%	6%	75%
African-American	57%	29%	60%	53%	56%	50%	25%	0%	70%
Hispanic	41%	13%	60%	60%	59%	51%	21%	6%	75%

White	67%	33%	70%	72%	73%	100%	67%	0%	100%
Economically Disadvantaged	42%	13%	60%	56%	52%	53%	24%	5%	75%
Special Education	21%	11%	45%	33%	32%	27%	27%	18%	60%
At-Risk	32%	8%	60%	44%	37%	43%	20%	5%	75%
Limited English Proficient	37%	13%	60%	54%	49%	66%	38%	9%	75%
Asian	N/A	N/A	N/A	85%	72%	100%	100%	0%	100%
American Indian	0%	0%	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	N/A	N/A	N/A	70%	76%	N/A	N/A	N/A	N/A

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	Approaches Standard	Meets Standard	
All Students	57%	23%	65%	79%	80%	60%	26%	12%	75%
African-American	53%	13%	55%	66%	72%	50%	33%	8%	70%
Hispanic	57%	22%	65%	77%	78%	60%	25%	11%	75%
White	70%	40%	75%	87%	88%	55%	9%	9%	75%
Economically Disadvantaged	56%	22%	65%	73%	73%	60%	25%	11%	75%
Special Education	35%	15%	45%	53%	56%	46%	17%	12%	60%
At-Risk	48%	18%	65%	67%	65%	52%	20%	10%	75%
Limited English Proficient	56%	25%	65%	73%	72%	57%	28%	18%	75%
Asian	100%	100%	100%	94%	86%	100%	100%	50%	100%
American Indian	0%	0%	N/A	78%	77%	100%	0%	0%	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	80%	78%	N/A	N/A	N/A	N/A
Two or More	N/A	N/A	N/A	82%	89%	N/A	N/A	N/A	N/A

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	60%	22%	70%	73%	76%	45%	15%	3%	70%
African-American	50%	0%	60%	59%	68%	20%	0%	0%	60%
Hispanic	59%	24%	70%	68%	73%	46%	15%	2%	70%
White	100%	0%	100%	84%	87%	50%	25%	25%	60%
Economically Disadvantaged	58%	22%	70%	65%	67%	44%	14%	2%	70%
Special Education	25%	17%	45%	44%	46%	19%	6%	6%	60%
At-Risk	51%	14%	70%	56%	59%	39%	8%	0%	70%
Limited English Proficient	70%	22%	75%	57%	58%	41%	11%	0%	70%
Asian	N/A	N/A	N/A	89%	75%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	N/A	73%	60%	0%	0%	0%	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	93%	N/A	N/A	N/A	N/A
Two or More	N/A	N/A	N/A	81%	86%	N/A	N/A	N/A	N/A

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	94%	95%
African-American	95.4%	95.8%	93.9%	95%
Hispanic	95.6%	95%	94%	95%
White	96%	95.8%	95.1%	96%
Economically Disadvantaged	95.4%	94.4%	93.9%	95%
Special Education	94.5%	93.9%	93.3%	94%
Limited English Proficient	96.4%	95.8%	95.6%	97%
Asian	97.8%	96.8%	95.9%	96%
American Indian	95.3%	95.2%	96%	96%
Hawaiian Pacific Islander	95.5%	96.1%	88%	90%
Two or More	95.9%	96%	85.7%	90%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% of Students Retained	0.98%	3.07%	2%

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : Create a Collaborative culture of learning.
 "1. Implementation of PLC
 *Unwavering focus on learning
 *Collaborative Culture
 *Results Orientation"

Goal : Implementing 100% Professional Learning Communities (PLC) to effectively plan for engaging student learning experiences measured by student growth.

Goal Details

Student Groups Impacted	All Students, African American, Special Education, At Risk, Eco-Dis, White, ELL, Hispanic, Homeless
Funding Needed	
Timeline for Implementation	Through out the school year.
November Progress Check	Monday Faculty Meetings have become PLC Planning Time for teachers and specialist to plan for curriculum lessons or formative assessments. Teams have established their NORMS and have revised them as needed to fit the productivity of the team and keep the focus on instructional practices. PLC articles/videos and professional development have continued to be a focus for student achievement growth.
March Progress Check	Monday Faculty Meetings are PLC learning for teachers and specialist to plan for curriculum lessons or formative assessments. Teams have practice their NORMS and have revised them as needed to fit the productivity of the team and keep the focus on instructional practices. PLC articles/videos and professional development have continued to be a focus for student achievement growth. All professional staff received their own copy of Professional Learning by Doing book for book study.

June Progress Check	<p>Monday Faculty Meetings are PLC learning for teachers and specialist to plan for curriculum lessons or formative assessments.</p> <p>Teams have practice their NORMS and have revised them as needed to fit the productivity of the team and keep the focus on instructional practices.</p> <p>PLC articles/videos and professional development have continued to be a focus for student achievement growth.</p> <p>All professional staff received their own copy of Professional Learning by Doing book for book study. We have also had staff sign up for future book study to further the knowing of PLC.</p> <p>Hatties Effects on retention and staff received and completed Lights Retention scale for students that they considered retaining.</p>
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Activity 1

Activity	Professional Learning and Implementation of PLC for all staff to target: *Unwavering focus on learning, *Collaborative Culture and *Results Orientation
Person Responsible	Grade Level Teachers Content Specialist/Spec. Ed Teachers Administration
Monitoring Measures	<p>Student achievement</p> <p>Reading Levels</p> <p>Students Common Assessments</p> <p>Report Cards</p> <p>CDB's</p> <p>Learning Walks</p> <p>ERTI</p> <p>Effective PLC meetings</p> <p>Accountability by Team Monitoring</p>
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, 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 2

Activity	Content Specialist meet with grade levels on a biweekly basis to ensure curriculum TEKS alignment and implementation
Person Responsible	Grade Level Teachers Content Specialist/Spec. Ed Teachers Administration
Monitoring Measures	Student achievement Reading Levels Students Common Assessments Report Cards CDB's Learning Walks ERTI Effective PLC meetings Accountability by Team Monitoring
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, 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	Parental and Family Engagement math/reading activities and manipulatives for child success
Person Responsible	Grade Level Teachers Content Specialist/Spec. Ed Teachers Administration
Monitoring Measures	Family Engagement Survey Parent Attendance Parent Feedback Parent sign in

Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 5, SWC 6, SWC 7, SWC 8, SWC 10
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	Yes
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	
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 : Intervention will be with consistency and fidelity

Goal : Intervention will be with consistency and fidelity

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	All Year
November Progress Check	Content Specialist have developed a plan for monitoring interventions.
March Progress Check	Monitoring the interventions and the fidelity of their use continues to be a struggle and the active use for RTI.
June Progress Check	Continued the monitoring of interventions through monthly Tier II meetings and weekly Tier III meetings. Student growth was evident in the 10% reading growth as measured by IRI's and STAAR. There was a 13% increase from 4th to 5th (cohort) in Math and Reading.

Activity 1

Activity	Implementation and purchase of Imagine Literacy
Person Responsible	Reading Specialist All Classroom Teachers
Monitoring Measures	Student growth reports in program Running Records Student DRA's
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	

Activity 2

Activity	Implementation and purchase of Engaging Mathematics Kits (English/Spanish)
Person Responsible	3rd/4th/5th Grade Teachers
Monitoring Measures	Students engagement in reading as evidenced in reading comprehension and running records
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4, 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	Implementation of Scholastic online book resources for families and students
Person Responsible	Reading Specialist Librarian
Monitoring Measures	Student usage in program Student growth in reading and comprehension
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4, SWC 6
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Student snacks for STAAR intervention motivation
Person Responsible	All Staff
Monitoring Measures	Students needs being meet and ready to learn
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3
Promote Community Involvement	
Educate Diverse Learners	

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

Activity 5

Activity	Dr. Nicki Newton Make and Take Math Workstations for K-2 and Math Workstations
Person Responsible	All Teachers
Monitoring Measures	Student data in math Student engagement as evidenced in walk throughs Student growth in math
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4, SWC 5
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 3

Need : Instructional learning components of instructional programs need to be implemented with fidelity

Goal : Instructional learning components of instructional programs need to be implemented with fidelity

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	All Year
November Progress Check	Content Specialist are coaching with teachers and Admin. Team has conducted walk throughs for implementation of Reading and Math expectations.
March Progress Check	Teachers have become very mindful of the Math and Reading block. Quality of rotations during guided reading and guided math are a work in progress.
June Progress Check	Staff received staff development on NISD commitments to high quality Tier I instruction. The staff has begun having courageous conversations around Hattie's Effective Teaching practices and the impact of student achievement.

Activity 1

Activity	Subs for testing of PLC Collaboration/ Data Review/ IRI/TPRI
Person Responsible	All Staff
Monitoring Measures	Student growth per class over time *IRI Levels *Math Common/Formative Assessments *Science common/formative assessments *Writing rubric growth over time *RTI data and growth for child
Title 1 Fund	Yes
Title 1 Campuses	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 2

Activity	Student Tutoring (day/after school) for academic success
Person Responsible	All Staff
Monitoring Measures	Student data on IRI's Student data on Common/Formative Assessments Math Assessments Beg. of Year/Middle of Year/ End of Year
Title 1 Fund	Yes
Title 1 Campuses	SWC 3, 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 3

Activity	Student Goal Setting (Student Leadership)
Person Responsible	Counselor Classroom Teachers
Monitoring Measures	Student discipline referrals Student success as measured in report card
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Reading/Math professional development for instructional student growth and learning
Person Responsible	Math Specialist Reading Specialist Classroom Teachers AST Teachers Special Education Teachers
Monitoring Measures	Student growth on common/formative assessment IRI Levels of growth for students
Title 1 Fund	Yes
Title 1 Campuses	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

Activity	Student instructional materials for engagement in learning
Person Responsible	Classroom Teachers
Monitoring Measures	Student growth in math and reading assessments and TEKS
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 8
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	Local
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	Yes
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	Yes
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	Yes
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	Yes
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	Yes
Title 1 Campuses	

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	Local
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	Yes
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	Yes
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	Yes

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

Goal : Faculty will engage monthly in health related activities during faculty meetings.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Other
Timeline for Implementation	All year
November Progress Check	Staff engaged in the hamster wheel activity.
March Progress Check	Staff engaged in rock climbing activity.
June Progress Check	Staff engaged in the drum fit challenge.

Activity 1

Activity	N/A
Person Responsible	N/A
Monitoring Measures	N/A
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 2

Activity	N/A
Person Responsible	N/A
Monitoring Measures	N/A
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	N/A
Person Responsible	N/A
Monitoring Measures	N/A

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	N/A
Person Responsible	N/A
Monitoring Measures	N/A
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	N/A
Person Responsible	N/A

Monitoring Measures	N/A
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	