



NORTHSIDE
SCHOOL



INDEPENDENT
DISTRICT



SCHOOL IMPROVEMENT PLAN

CARLOS COON ELEMENTARY SCHOOL

2017-2018

OUR MISSION

Our mission is to engage all students in meaning student centered learning experiences based on current curriculum. Instruction will stimulate higher order thinking skills. Based on assessments interventions will implemented to enable students to be successful in school and in the future higher learning incentives.

CARLOS COON ES

Needs Assessment 2017-2018

Process

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

Teachers input:

1. Discussion on student performance during grade level meetings with principal
2. Number of Child III meetings RTI Tier III
3. Analyze the CDB and STAAR results also informal and formal assessments.
4. Teacher feedback on strategies and methods used
5. Students' offense reports to office.
6. Conversations about finding the root cause for students not performing.

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 type="checkbox"/> STAAR/EOC/TAKS	
<input type="checkbox"/> Regression graphs	
<input checked="" type="checkbox"/> Student demographics	
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE	
<input 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 checked="" type="checkbox"/> Other Formal and informal assessment are done to make sure students are understanding the lesson.	
Findings	<p>Students are having a hard time and not doing well in Math and Reading in all grade levels. Four grade is also having a hard time with the writing process. We need to review the writing process and have a workshop on the process again this coming year.</p> <p>More and more students need to go through the RTI process and go through the Child Process.</p> <p>We need to spend more time tutoring and purchasing materials that will help them succeed. We also need to offer teachers additional time for planning as a team. Our failures rates were high in 4th and 5th grades in both Reading and Math. Students that are failing need more RTI service. More and more students are referred for testing because RTI has not helped. Special Education and Speech have a large number of students. The LRE is 82%. Students are to raise their scores by 5%.</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.	

<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 checked="" type="checkbox"/> Other Formal assessments.	
Findings	The data shows that 49% students are not mastering the expectations in Reading and Math. The CDBs teachers feel are not at the right time of the instruction. Students are not motivated to obtain good grades. The common assessment are more relative to the instruction of Math and Reading, Writing and Science. The discipline

CSF 3: Leadership Effectiveness

Leadership Effectiveness targets the need for leadership on the campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Providing job-embedded professional development to build capacity of campus leaders is a vital part of this CSF.

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

Findings	At Carlos Coon we have a Leadership Team. We meet periodically through the year. There is a team on each grade level. They meet with the teachers to decide best teaching strategies and collaborate with each other to plan. The team leaders and the leadership team have input in the decision making process. Teachers have input into the master schedule. Parent surveys are sent out every year in early May. The campus goals are developed based on student needs, STAAR results, CDB and common assessment results. We make classroom visits aside from formal observations. Teachers are always encouraged to have input on the campus goals, discipline and teaching strategies.
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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>Many students are in the RTI process. Child meetings are held to determine what interventions can be put in place to meet the academic needs of students. Teachers work with Tier I and II and if the child is not successful a Child III meeting is held to determine further assistance. Many interventions are implemented at Child III we determine if a Tier III of RTI is needed and if so is referred to the Reading or Math Specialists. Tutorials are held after school. Many students are not able to stay because parents are not available to be picked at 4:00 P.M. Many tutorials are held during the day via small groups--Guided Reading and Guided Math. Students are identified when teachers bring their students to the Child process to the committee made up of the principal the counselor the teacher and the Math and Reading Specialist to determine the needs of the students and a decision is made on strategies and interventions to better help the student succeed.</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>There are always two way communication with parents. We sent monthly letter from the campus, and teachers send weekly notes for parents to know what is going to be happening in their classroom. Teachers communicate through notes, folders, emails and Dojo. Teachers keep in contact with parents as needed for academic and behavior issues. During SAT meetings parents have time to express their ideas and questions on certain items and a discussion is held about it. On the monthly letter that we sent home there is a coupon entitled Two Way Communication. Asking parents if they have a suggestion or ideas that they would like to share with us, to complete the form and return it to their child's teacher. This gives parents an opportunity to communicate with us as to any suggestions, concerns or ideas they may want to see at school. This year we are for the first time a Bilingual School. Notes that are send to parents are also in Spanish. Communication with parents that do not speak English are seen by different staff that speak Spanish and the students are placed with the teachers that are bilingual and are able to communicate with parents.</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

Student surveys or panels

Discipline

Student attendance

Extra-curricular activities and clubs

Other

Findings	The principal has an open door policy for teachers, parents and students. The teachers do not fill out a survey however, many conversations are held with teachers and their concerns or ideas they may have, I listen to them and together we analyze the situations and come with a reasonable conclusion. The discipline has not been good with 5th graders and special ed BMC students We have school wide rules and teachers have their rules in the classroom. We have selected a new discipline committee to revive the PBIS and develop a Discipline Plan for next school year. There are many extra curricular activities for students to participate after school. We offer the Acorn Project where the parents are also involved. We have a Chess club, Dance teams: CC Warriors and Koalas Folklorico, Young Astronauts, Solar Cars, Choir Club, Koal Crew, and Author's Club for 3rd graders.
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CSF 7: Teacher Quality

Teacher Quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development. Evidence shows that low income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers.

Teacher attendance

Teacher experience and years on campus

Class size

Staff retention rates

Alignment of curriculum, instruction, assessment

Alignment of CDB scores and STAAR results

Effectiveness of planning and collaboration

Professional development experiences and requests

Other

Findings	Teacher attendance is average we have 12 teachers over the 10 absent.		
	Beginning Teachers years of experience 4.0 Number of years at Carlos Coon--0		
	1-5 years of experience	12.0	35
	6-10 years of experience	14.0	2
	11-20 years of experience	16.0	14
	Over 20 years	16.9	6
	Class sizes do not exceed 22 in grades K-4 and 25 in 5th grade.		
	There is very little turn over--only teachers that receive a promotion leave a special program e.i Reading Specialist.		
	Teachers are expected to align the curriculum with instruction and assessments. The planning to make sure this done, is done at teacher grade level meetings.		
	The CDB are not al		

Priority Needs

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

Priority Need 1

Data analysis have been conducted on CDB, Class informal and informal assessments have been discussed. The academic needs are still needed in Math, Reading, Writing and Science. Our students are still in need of extra help, Small group instruction, and go through the Child Ill process to assign RTI so students can improve and achieve.

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

Priority Need 2

We need to continue to use all the data that is available to drive instruction.

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

Priority Need 3

The parent engagement in the students education is not supported. We need to encourage parents to come to school for conferences about the academic of their child and their behavior.

- CSF 2 Use of Quality Data to Drive Instruction
- CSF 5 Family and Community Engagement

Priority Need 4

We need to improve in our leadership effectiveness from Admin to the leadership team. More involvement in the study of the methods of instruction to meet the needs of all children.

- CSF 3 Leadership Effectiveness

Priority Need 5

Our environment and school climate need a little transformation into a more positive healthy environment so that students will benefit to achieve more.

- CSF 6 School Climate

Campus: CARLOS COON ES

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 07/17/2018

SAT Member	Name	Signature
Principal	Mary Lou Mendoza	
Parent Community Representative		
Staff Representative		

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Romelia Lopez	Administrator
Donna Cooper	Staff Member
Ann Combs	Staff Member
Paula Ritchie	Staff Member
Susana Hernandez	Staff Member
Shavan Galindo	Staff Member
Paul Medrano	Staff Member
Nancy Flores	Staff Member

CAMPUS: CARLOS COON 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		Handbook Review, Review STAAR Results, Campus Focus: Student learning, Goal setting T-TESS Refresher & PLC	Instruction	Teachers	Students	Loca.	
08/22/2017		Guided Reading, New Grade Book Training, Goal Development, Team Building training, Google Classroom, PM: Workday	Instruction	Teachers	Students	Title I, State Comp	
08/23/2017		Convocation at 8:00. Team meetings to review student assessments. PM Workday	Assessment	teachers, students	Students	Local	
10/09/2017		PLC Review Status: How are we doing? T-TESS review	Collaboration	Grade level teams	Teams	Local	
11/20/2017		Review PLC, Team behaviors, Student Learning--Progress	Collaboration	All teachers	Students	local	
11/21/2017		Teams Lesson Planning	Collaboration	teachers, students	Students	Local	

02/19/2018		Panel Discussion, Special Ed. GT, Bilingual Ed.	Instruction	Teachers	Students	Title III, Loca	
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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	73%	34%	80%	74%	76%	62%	31%	15%	70%
African-American	65%	19%	80%	62%	72%	54%	27%	8%	60%
Hispanic	72%	32%	80%	70%	74%	60%	28%	13%	80%
White	75%	57%	85%	84%	86%	79%	42%	32%	90%
Economically Disadvantaged	71%	32%	85%	66%	68%	58%	27%	14%	72%
Special Education	36%	18%	55%	44%	48%	42%	17%	4%	50%
At-Risk	60%	19%	70%	58%	58%	44%	11%	5%	50%
Limited English Proficient	100%	67%	85%	62%	63%	53%	21%	16%	55%
Asian	100%	100%	100%	89%	78%	100%	100%	83%	90%
American Indian	100%	0%	N/A	73%	58%	100%	100%	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	92%	67%	90%	80%	87%	100%	75%	50%	70%

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	45%	15%	75%	64%	62%	48%	16%	4%	75%
African-American	67%	33%	75%	53%	56%	38%	0%	0%	65%
Hispanic	40%	12%	60%	60%	59%	46%	15%	3%	85%
White	80%	20%	75%	72%	73%	60%	0%	0%	85%
Economically Disadvantaged	38%	12%	55%	56%	52%	49%	16%	3%	70%

Special Education	9%	0%	40%	33%	32%	16%	8%	4%	45%
At-Risk	16%	2%	50%	44%	37%	23%	5%	2%	65%
Limited English Proficient	0%	0%	N/A	54%	49%	36%	0%	0%	50%
Asian	100%	100%	100%	85%	72%	100%	100%	0%	100%
American Indian	100%	100%	100%	61%	71%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	67%	50%	N/A	N/A	N/A	N/A
Two or More	100%	0%	90%	70%	76%	100%	67%	67%	85%

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	Approaches Standard	
All Students	73%	30%	80%	79%	80%	69%	30%	11%	85%
African-American	62%	23%	70%	66%	72%	65%	23%	4%	70%
Hispanic	72%	28%	80%	77%	78%	68%	28%	9%	70%
White	75%	36%	80%	87%	88%	74%	37%	26%	75%
Economically Disadvantaged	68%	28%	75%	73%	73%	64%	27%	10%	70%
Special Education	48%	20%	60%	53%	56%	40%	19%	4%	55%
At-Risk	62%	15%	70%	67%	65%	54%	13%	5%	60%
Limited English Proficient	100%	67%	90%	73%	72%	66%	21%	11%	70%
Asian	100%	75%	100%	94%	86%	100%	83%	67%	80%
American Indian	100%	100%	N/A	78%	77%	100%	100%	100%	100%
Hawaiian Pacific Islander	N/A	N/A	N/A	80%	78%	N/A	N/A	N/A	N/A
Two or More	100%	58%	90%	82%	89%	100%	50%	0%	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	

All Students	69%	25%	80%	73%	76%	46%	18%	7%	60%
African-American	14%	0%	60%	59%	68%	30%	0%	0%	70%
Hispanic	71%	25%	80%	68%	73%	44%	16%	5%	80%
White	76%	35%	80%	84%	87%	86%	43%	29%	90%
Economically Disadvantaged	68%	21%	70%	65%	67%	40%	15%	5%	75%
Special Education	35%	24%	70%	44%	46%	33%	13%	0%	50%
At-Risk	55%	13%	60%	56%	59%	34%	7%	0%	50%
Limited English Proficient	N/A	N/A	N/A	57%	58%	44%	0%	0%	50%
Asian	N/A	N/A	N/A	89%	75%	100%	100%	100%	100%
American Indian	N/A	N/A	N/A	73%	60%	100%	100%	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	83%	17%	80%	81%	86%	0%	0%	0%	N/A

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	94.8%	96.5%
African-American	95.4%	95.8%	96%	96.5%
Hispanic	95.6%	95%	94.6%	96.5%
White	96%	95.8%	95.7%	96.5%
Economically Disadvantaged	95.4%	94.4%	94.4%	96.5%
Special Education	94.5%	93.9%	93.7%	96.5%
Limited English Proficient	96.4%	95.8%	95.6%	96.5%
Asian	97.8%	96.8%	95.8%	96.8%
American Indian	95.3%	95.2%	94.1%	96.5%
Hawaiian Pacific Islander	95.5%	96.1%	97.2%	98.6%
Two or More	95.9%	96%	97.7%	98.6%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	0.9%	0.7%
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17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : Data analysis have been conducted on CDB, Class informal and informal assessments have been discussed. The academic needs are still needed in Math, Reading, Writing and Science. Our students are still in need of extra help, Small group instruction, and go through the Child III process to assign RTI so students can improve and achieve.

Goal : Increase STAAR Reading Scores in Gr 3-5 by 5% (3rd: 59% to 64%; 4th: 59% to 64%; 5th: 68% to 73%);
 Increase the percentage of students reading on level:
 K- 80% to
 1- 77% to
 2- 73% to
 3- 69% to
 4- 62% to
 5- 38% to

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, Title II
Timeline for Implementation	Weekly Observations through out the year.
November Progress Check	Open lab was offered to students in the morning to improve their math skills using the online program Prodigy.
March Progress Check	Open lab was offered to students in the morning to improve their math skills using the online program Prodigy. Day tutors were brought in to provide support in math and reading for K-2 students. Specialists began creating progress checks for teachers to administer to improve on low TEKs in math, reading and science. Teachers then focused in on these TEKs during MAW and guided math.
June Progress Check	Open lab was offered to students in the morning to improve their math skills using the online +program Prodigy. Teachers continued to focus on low TEKs to improve students understanding in math, reading and science.

Activity 1

Activity	Provide and implement professional development on Guided Reading for K-5.
Person Responsible	Reading Specialist K-5 Teachers C & I department
Monitoring Measures	Admin will conduct weekly walk throughs and observation during guided reading to insure that Guided Reading is implemented with fidelity. PD Sign in sheets
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Provide and facilitate the process of unpacking the TEKS to campus specialists for teacher implementation.
Person Responsible	Lilia: provision of process Campus specialists: facilitation Teachers: completion of Unpacking the TEKS template Campus admin: monitoring of Unpacking the TEKS template
Monitoring Measures	Refresher sign in sheets Unpacking the TEKS template completed by PLCs
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	Evaluate and design instruction based on student reading levels with TPRI and IRI data.
Person Responsible	Campus academic specialists Teachers
Monitoring Measures	IRI data TPRI data Guided Reading group adjustments
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 4
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	Yes

Title 1 Campuses	SWC 1, SWC 9
Promote Community Involvement	Objective 1. Recruit and retain active and supportive businesses and educational institutions to build mutually beneficial relationships that promote mentoring, internship opportunities, and financial support.
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	Yes
Title 1 Campuses	SWC 1, SWC 4, SWC 8
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 2

Need : We need to continue to use all the data that is available to drive instruction.

Goal : Increase the level of planning proficiency as a PLC for 100% of campus teams.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, State Compensatory
Timeline for Implementation	Timeline for implementation by-weekly until the end of the year.
November Progress Check	Specialists guided the teachers on unpacking g TEKs to improve planning and to teach with more focus and purpose
March Progress Check	Specialists and teachers continued working together to unpack TEKs and plan together. Teachers also began using a new data sheet created by Mr. Garcia to really focus on in our weak TEKs. Teachers were able to see where weaknesses were and plan accordingly and focus their teaching.
June Progress Check	Team planning continued with a focus on the 2018-2019 school year, using the practices that they learned from the current year of unpacking TEKs. Based on the data that teachers gathered from this current year they are able to plan were the next years students may struggle and have some interventions ready and in place.

Activity 1

Activity	Provide PLC training on the collaborative culture for all K-5 teachers; Set the mission and vision by creating norms, master schedule, and agendas.
Person Responsible	Campus Admin
Monitoring Measures	Norms Master schedule Agendas
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 8
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
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Activity 2

Activity	Grade level teams will develop common assessments for reading and math and analyze data to drive instruction.
Person Responsible	PLCs
Monitoring Measures	Common assessment data
Title 1 Fund	Yes
Title 1 Campuses	
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Reading specialists will facilitate the process of unpacking the TEKS during PLC sessions.
Person Responsible	K-5 Teacher Campus academic specialists Campus administration
Monitoring Measures	PD sign in sheets Unpacking the TEKS template
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.

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

Activity 4

Activity	System Safeguards: Infuse Commitments to High Quality Tier I Instruction Best Practices into the lesson planning process with a focus on missed safeguards: Reading- Eco Dis, Spec Ed, ELL Math- Spec Ed Writing- All Students, Hispanic, Eco Dis, Spec Ed Science- All Students, Hispanic, Eco Dis
Person Responsible	General Education teachers Special Education collaborative teachers Bilingual teachers Campus academic specialists
Monitoring Measures	Lesson plans
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 9, SWC 10
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	
Person Responsible	
Monitoring Measures	

Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 5
Promote Community Involvement	Objective 1. Recruit and retain active and supportive businesses and educational institutions to build mutually beneficial relationships that promote mentoring, internship opportunities, and financial support.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 3

Need : The parent engagement in the students education is not supported. We need to encourage parents to come to school for conferences about the academic of their child and their behavior.

Goal :

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	
November Progress Check	
March Progress Check	
June Progress Check	

Activity 1

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, 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	
Person Responsible	All classroom teachers
Monitoring Measures	Inquiring teachers to see if they called students in their classroom.
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

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

Activity 5

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

Goal 4

Need : We need to improve in our leadership effectiveness from Admin to the leadership team. More involvement in the study of the methods of instruction to meet the needs of all children.

Goal :

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	

November Progress Check	
March Progress Check	
June Progress Check	

Activity 1

Activity	Schedule training on the Process on what is PLC and how could we encourage everyone on this campus to buy into the various steps to become an PLC campus, training will be on the agenda during staff development days, Monday, August 21, 2017.
Person Responsible	Admin and Team Leaders.
Monitoring Measures	Monitoring grade level meetings, Visit the procedures to follow the PLC Process
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 4. Expand comprehensive programs and partnership opportunities that foster classroom innovation that encourages educators to continually enhance student learning.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	All grade level teams will establish goals and norms for their teams.
Person Responsible	All classroom techers
Monitoring Measures	Meet with all grade levels to see if teachers need assistance in following the process of PLC.
Title 1 Fund	No
Title 1 Campuses	

Promote Community Involvement	Objective 4. Expand comprehensive programs and partnership opportunities that foster classroom innovation that encourages educators to continually enhance student learning.
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	No
Title 1 Campuses	
Promote Community Involvement	Objective 4. Expand comprehensive programs and partnership opportunities that foster classroom innovation that encourages educators to continually enhance student learning.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Empower teachers to discuss and come to an agreement on establishing norms for their meetings. Discussions will be on the agenda to arrive to a conclusion of how students are going to benefit from their decisions.
Person Responsible	All teachers
Monitoring Measures	Visit with Grade level teams to observe how discussions are conducted and follow their established norms.
Title 1 Fund	No

Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	Teachers are expected to provide activities and lessons that during the delivery of instruction, teachers exhibit demonstrations of meaningful tasks, higher level thinking, and highly engaged students.
Person Responsible	All classroom teachers.
Monitoring Measures	Classroom observations (walk throughs) and formal observation (T-TESS)
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 3. Establish and expand initiatives that promote effective community relations and meaningful two-way communication with all stakeholders.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 5

Need : Our environment and school climate need a little transformation into a more positive healthy environment so that students will benefit to achieve more.

Goal :

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	
November Progress Check	
March Progress Check	
June Progress Check	

Activity 1

Activity	
Person Responsible	Admin and team leaders.
Monitoring Measures	Teacher discussions, expressing concerns about the behaviors of some teachers. Hold conversations about the culture we desire as a campus. Observations and team meetings conducts.
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 4. Expand comprehensive programs and partnership opportunities that foster classroom innovation that encourages educators to continually enhance student learning.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	
Person Responsible	All Staff
Monitoring Measures	Conversations with staff and admin, observations, attendance at Team meetings.
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 4. Implement and promote a collaborative approach to school and community safety.

Activity 3

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 4. Develop and implement processes for vertical collaboration across bands of stakeholders.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Follow-up group discussion on how to move from good to better.
Person Responsible	All Staff: discussions led by admin and team leaders.
Monitoring Measures	Results of discussions. Prioritizing and documenting comments and decisions made by the Grade level teams and other specialists. Follow through and have a check point every three to four weeks.
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, 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 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	

