



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

CARNAHAN ELEMENTARY SCHOOL

2017-2018

CARNAHAN ES

Needs Assessment 2017-2018

Process

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

The staff met on March 3 and completed a protocol to identify beliefs statements with Marissa Pena. In addition, the staff completed a SWOT Analysis around Guided Reading. At our March 20 Leadership Meeting, we reviewed current campus data around our current goals and determined that these are still areas we need to address. As a Leadership Team, we revamped the SIP Goals for the 2017-2018 school year. During our PLC Meeting on Monday, April 3, the staff was put into vertical teams and each given a goal to collaborate on ideas/activities to address that need/goal.

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 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 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>We have found that many of our students are still not performing on grade level in the areas of Reading, Math and Writing. It is also evident through CDB and STAAR Data that our At-Risk students are performing below our Non At-Risk Students. Our kinder students are ending the year at 91% reading on or above level. There are a large number of students that are being placed from 1st into 2nd and from 2nd into 3rd.</p> <p>At Risk vs. Non At-Risk for 5th grade STAAR:</p> <p>Reading STAAR: 37% At Risk students passed 100% Non At Risk passed</p> <p>Math STAAR: 67% At Risk students passed 100% Non At Risk passed</p> <p>Reading Growth: At Risk: 35% made growth Non At Risk: 81% made growth</p> <p>Math Growth: At Risk: 79% made growth Non At Risk: 93% made growth</p> <p>We still have many students reading below grade level, but have seen a slight increase (6%) in students reading on/above grade level.</p> <p>Kinder: 91% at B or higher 1st: 64% at I or higher 2nd: 58% at M or higher 3rd: 71% at P or higher 4th: 55% at S or higher 5th: 52% at V or higher</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 type="checkbox"/> Student attendance
<input checked="" type="checkbox"/> Discipline
<input type="checkbox"/> Grades
<input checked="" type="checkbox"/> CDBs
<input checked="" type="checkbox"/> Common Assessments
<input type="checkbox"/> Other

Findings	<p>We have reviewed discipline data as a campus and see that there is a need for a systematic approach and a common language to be spoken across the campus. We have completed Year 1 of PBIS, but have just started implementing in January. Based on the TFI, we are at 77% implementation. This year, we have 205 discipline incidents which is an increase of 13 from the previous year.</p> <p>After each CDB, we hold data meetings with the content specialist to look at weaknesses and tailor our future instruction to address those deficits. As part of the data review, we often begin to create a common assessment to re-assess the weak areas. Hotspots in Math were also addressed through their targeted math wall, recursive review and guided math. In Science, the AST pulled a small group of students in 5th grade and retaught the skills lacking based on the data and teacher recommendation.</p>
----------	---

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	<p>At Carnahan, we believe in a collaborative approach. The teachers often have input on things happening in the school when appropriate. Topics in which we need input are discussed at the Leadership Meetings. Teachers are given specific feedback during walkthroughs and formal observations. The teachers were very purposeful and reflective on their T-TESS Goals and worked toward achieving them. There was evidence of the implementation of the MTV Routines as well as the continued implementation of Quantum Strategies. The schedule was not fluid this year, so it was revamped for next school year and we will be adding back the school wide intervention time. Each Leadership Meeting always started with us reviewing our purpose, followed by new learning. There have been numerous opportunities for job embedded professional development here at Carnahan. We have a Visioning Core Team and have also participated in Learning Walks on our campus and at one other.</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.

<input checked="" type="checkbox"/> Response to Intervention	
<input checked="" type="checkbox"/> Interventions implementation and effectiveness	
<input type="checkbox"/> Student identification for increased learning time	
<input checked="" type="checkbox"/> Tutorials	
<input type="checkbox"/> Other	
Findings	<p>Too many of our students are needing interventions. Based on having one Reading and Math Specialist, it is not possible to see all of the students that are struggling. Second through fifth grade implemented Guided Math this year to better meet the needs of their students. In the area of Reading, all students took the ISIP Test at the beginning of the month and the data was reviewed. The students were grouped based on need and were then given a face to face intervention. Administration also checked in with Academic Specialists in December to discuss student progress. When data was reviewed, students at a Tier II and Tier III are getting the same things. There isn't a discrimination between Tier II and Tier III kids. When completing the master instructional schedule, grade levels scheduled in 30 minutes of each Reading and Math to allow for flexible grouping based on pre-tests, common assessment data and to provide intervention/enrichment. By having one pullout time per grade, per subject, this allows the classroom teachers to have solid chunks of instructional time with their kids. We need to improve on monitoring interventions and move students in and out based on performance. Teachers are coming to Tier III Meetings with data points and progress monitoring completed for their students. The teachers also provided after school tutorials for bubble students that may not have been getting intervention during the day.</p>

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.	
<input checked="" type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Family and community activities	
<input checked="" type="checkbox"/> Family and community input	
<input type="checkbox"/> Family and community services	
<input type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	

Findings	<p>515 students/parents attend Meet the Teacher on August 18, 2016. 360 parents attend Open House on September 13. 48 parents attended the Annual Title I Meeting Parent Conferences: 518/581=89% Family Engagement Night: 130 Families Student Led Conference: 469 Parents Attended Ready Rosie Night (Kinder only): 18 out of 32 Carnahan Families Talent Show 175 2nd Grade Parents Night 47 Reader's Restaurant 52 Family Dance and Picnic 300 Fall Parent Conferences 518 Kinder Birdhouse Building 25 Project ACORN 150 Winter Program 300</p> <p>We had a great turnout for the Fall Festival. We have realized that we have a better response of participation by parents if it is something showcasing their child's work. We will use this strategy to increase parent involvement in the future.</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 type="checkbox"/> Other

Findings	<p>Our student attendance stays pretty consistent around 96%. This year, 205 Discipline Referrals were processed. We are in the early stages of implementing PBIS. In August, we will complete a refresher of the campus expectations around PBIS and will begin full implementation. This year, we allowed teacher choice on the common areas to focus on in order to get their buy in. The common areas they chose (hallway and cafeteria) are not where a majority of the officer referrals are coming from. Focusing on the classroom will be key next year. We have also looked at what we are currently doing and have merged those ideas with PBIS. The students, teachers and staff all completed a PBIS survey in December.</p> <p>Parents: Overall, the parents feel that the campus is safe and that if their child had a problem, he/she would go to a trusted adult on campus.</p> <p>Students: Overall, the students feel safe at school, would report something illegal or harmful to an adult and feel that the teachers care about them.</p> <p>Staff: The staff feel that the classroom rules have been taught and are followed consistently. Their perception is that the students are disrespectful to the staff. This was 28% of the teachers that completed the survey. They do feel that staff members overall are helpful and supportive. 68% of the staff completing the survey feels that the school does not have a consistent approach to discipline.</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 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 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 that attend staff development come back and share with their team or the staff. We have been working on the culture and climate of our school to retain staff members. As a campus, we feel that the revolving door of staff members has led some to the lack of academic performance of students. School wide initiatives are hard to maintain when you have a high turnover rate. The teachers on the transfer list this year were due to them wanting to get closer to home (very specific schools they wanted to transfer to) or move from spec ed to gen ed. There is a lot of job embedded professional development that occurs here at Carnahan to continue to grow teachers.</p>

Priority Needs

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

Priority Need 1

Our At-Risk students are under performing our Non At-Risk students in the areas of Reading and Math.

CSF 1 Academic Performance
CSF 2 Use of Quality Data to Drive Instruction
CSF 3 Leadership Effectiveness
CSF 4 Increased Learning Time
CSF 7 Teacher Quality

Priority Need 2

There is not a systematic approach to student discipline and it is inconsistent across the campus.

CSF 3 Leadership Effectiveness
CSF 5 Family and Community Engagement
CSF 6 School Climate
CSF 7 Teacher Quality

Priority Need 3

Our students are entering 4th grade with several gaps in their writing instruction.

CSF 1 Academic Performance
CSF 2 Use of Quality Data to Drive Instruction
CSF 4 Increased Learning Time
CSF 7 Teacher Quality

Priority Need 4

To increase the opportunities for parents to be involved at school.

CSF 5 Family and Community Engagement
CSF 6 School Climate

Campus: CARNAHAN ES

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 05/30/2017

SAT Member	Name	Signature
Principal	Andi Sosa	
Parent Community Representative	Teresa Wehrman	
Staff Representative	Judy Ames	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Kevin Greene	Staff Member
Angelo Vargas	Staff Member
Edith Whitaker	Staff Member
Tandus Alexander	Staff Member
Erin Shirah	Staff Member

CAMPUS: CARNAHAN 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		Data Review	Assessment	All Staff	All Students/Spec Ed, ELL's and At Risk		6
08/22/2017		Required Trainings (Dyslexia, Counselor, Gradebook)	Collaboration	All Staff	All Students		6
08/23/2017		Class Meetings, Advisory	Instruction	All Professional Staff	All Students		6
10/09/2017		District PD/PLC	Curriculum	All Professional Staff	At Risk, ELL's, Spec Ed		6
11/20/2017	08/14/2017	Writer's Workshop	Instruction	PK-5 Teachers	All Students		6
11/21/2017	08/15/2017	Guided Math with Dr. Nicki	Instruction	PK-5 Teachers	All Students		6
02/19/2018		Writing PD/PLC	Instruction	PK-5 Teachers	All Students		6

ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES

READING (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	75%	41%	75%	74%	76%	67%	40%	20%	75%
African-American	90%	50%	85%	62%	72%	57%	29%	5%	65%
Hispanic	72%	38%	70%	70%	74%	65%	34%	18%	73%
White	82%	46%	82%	84%	86%	67%	48%	24%	75%
Economically Disadvantaged	70%	37%	70%	66%	68%	63%	34%	15%	71%
Special Education	44%	21%	50%	44%	48%	34%	16%	5%	50%
At-Risk	57%	16%	60%	58%	58%	48%	17%	4%	56%
Limited English Proficient	69%	27%	65%	62%	63%	68%	36%	16%	76%
Asian	80%	44%	80%	89%	78%	90%	62%	29%	90%
American Indian	N/A	N/A	N/A	73%	58%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	100%	100%	75%	71%	N/A	N/A	N/A	N/A
Two or More	56%	56%	65%	80%	87%	73%	73%	36%	80%

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	54%	29%	55%	64%	62%	57%	25%	7%	65%
African-American	100%	33%	75%	53%	56%	33%	0%	0%	41%
Hispanic	51%	19%	55%	60%	59%	52%	21%	5%	60%
White	52%	39%	60%	72%	73%	59%	26%	7%	67%
Economically Disadvantaged	43%	20%	50%	56%	52%	49%	15%	0%	57%

Special Education	14%	0%	50%	33%	32%	17%	17%	0%	30%
At-Risk	24%	9%	50%	44%	37%	31%	4%	0%	40%
Limited English Proficient	14%	14%	50%	54%	49%	0%	0%	0%	50%
Asian	78%	67%	80%	85%	72%	83%	17%	0%	90%
American Indian	N/A	N/A	N/A	61%	71%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	100%	100%	67%	50%	N/A	N/A	N/A	N/A
Two or More	0%	0%	75%	70%	76%	100%	100%	40%	100%

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	72%	36%	75%	79%	80%	72%	40%	18%	80%
African-American	80%	20%	87%	66%	72%	57%	24%	10%	65%
Hispanic	67%	31%	74%	77%	78%	67%	34%	12%	75%
White	86%	45%	80%	87%	88%	78%	43%	17%	86%
Economically Disadvantaged	67%	30%	70%	73%	73%	65%	36%	12%	73%
Special Education	44%	24%	50%	53%	56%	43%	16%	3%	51%
At-Risk	55%	14%	60%	67%	65%	55%	22%	8%	63%
Limited English Proficient	62%	35%	65%	73%	72%	72%	48%	24%	80%
Asian	72%	56%	78%	94%	86%	95%	90%	62%	100%
American Indian	N/A	N/A	N/A	78%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	100%	100%	80%	78%	N/A	N/A	N/A	N/A
Two or More	67%	44%	70%	82%	89%	82%	55%	36%	90%

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	68%	24%	70%	73%	76%	69%	29%	9%	77%
African-American	100%	33%	100%	59%	68%	67%	17%	17%	75%
Hispanic	61%	19%	67%	68%	73%	67%	25%	8%	75%
White	94%	31%	83%	84%	87%	68%	27%	5%	76%
Economically Disadvantaged	62%	26%	68%	65%	67%	66%	25%	8%	73%
Special Education	33%	8%	50%	44%	46%	31%	15%	8%	40%
At-Risk	52%	15%	60%	56%	59%	54%	10%	0%	62%
Limited English Proficient	60%	50%	60%	57%	58%	50%	20%	0%	58%
Asian	67%	44%	67%	89%	75%	88%	75%	25%	95%
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	N/A	N/A	N/A	81%	86%	50%	0%	0%	58%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	95.9%	96%
African-American	95.4%	95.8%	96.5%	97%
Hispanic	95.6%	95%	95.7%	96%
White	96%	95.8%	96.1%	96%
Economically Disadvantaged	95.4%	94.4%	95.4%	96%
Special Education	94.5%	93.9%	94%	95%
Limited English Proficient	96.4%	95.8%	96.7%	96%
Asian	97.8%	96.8%	96.1%	96%
American Indian	95.3%	95.2%	92.7%	95%
Hawaiian Pacific Islander	95.5%	96.1%	N/A	N/A
Two or More	95.9%	96%	97.1%	97%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
--	-------------------------	-----------------------	-------------------------

% of Students Retained	0.98%	0.19%	0.1%
------------------------	-------	-------	------

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : Our At-Risk students are under performing our Non At-Risk students in the areas of Reading and Math.

Goal : 100% of our At-Risk students (including Spec Ed-due to missed system safeguards) (K-5) will make one year's worth of growth in the area of Reading and Math.

Goal Details

Student Groups Impacted	Special Education, At Risk, Eco-Dis, ELL
Funding Needed	
Timeline for Implementation	August 2017-May 2018
November Progress Check	<p>After the first nine weeks of instruction, (311/470) 74% of our students in 1-5 are reading on grade level.</p> <p>Based on guided math walkthroughs that were done in September, there is evidence of guided math and station implementation in grades K-5. In grades K-2, there is evidence of Cognitive Guided Instruction (CGI) being implemented as well. All classrooms are using their Math Action Wall to target campus hotspots for recursive review. The teachers are using common assessments in the area of math to identify students that need re-teach or enrichment.</p>

March Progress Check	<p>Kinder: 90% are reading on grade level 1st Grade: 81% are reading on/above grade level 2nd Grade: 76% are reading on/above grade level 3rd Grade: 75% are reading on/above grade level 4th Grade: 72% are reading on/above grade level 5th Grade: 60% are reading on/above grade level</p> <p>Reading: The teams are planning quarterly with the CO IST and campus Reading Specialists. We have trained more teachers to use LLI as an intervention and have also purchased LLI kits so that students needing intervention are getting it.</p> <p>Guided Math Walkthroughs were conducted again in February. Data was collected on the Guided Math Framework, the grade level TEK and the student task. There was also evidence of students having access to manipulatives, clear routines and procedures, and stations being implemented. We saw the use of math menus, problem solving across grade levels and an increase in "I can" statements at stations. We are happy to report out that 100% of student tasks were aligned to grade level standards. Teachers continue to use common assessments to identify areas of weakness and strengths and check for student growth. The Math Specialist and Day Tutor meet with teams to look at assessments and regroup students as needed. During check in meetings with the math specialist, he feels that most of the students he services are making progress. The few that are not making as much progress as the rest have been discussed at Tier 3 Meetings.</p> <p>Data from January CDB's 3rd Reading-56 compared to NISD 59/Eco Dis 52 compared to NISD 54 4th Reading-60 compared to NISD 65/Eco Dis 57 compared to NISD 61 5th Reading-64 compared to NISD 63/Eco Dis 61 compared to NISD 58</p> <p>3rd Math-55 compared to NISD 58/Eco Dis 51 compared to NISD 53 4th Math-50 compared to NISD 58/Eco Dis 49 compared to NISD 54 5th Math-51 compared to NISD 60/Eco Dis 48 compared to NISD 55</p>
----------------------	---

June Progress Check	<p>Reading:</p> <p>K: 87% On Level 1: 80% On Level 2: 76% On Level 3: 78% On Level 4: 76% On Level 5: 71% On Level Total: 78% On Level</p> <p>Math (% making adequate growth)</p> <p>K: 90% 1: 81% 2: 84% 3: 84% 4: 78% 5: 76% Total: 82%</p>
---------------------	---

Activity 1

Activity	Train the staff (Dr. Nicki and on-going campus based staff development) and implement Guided Math for Grades K-5.
Person Responsible	Admin, Math Specialist and Classroom Teachers
Monitoring Measures	Walkthroughs, Observations, Informal Teacher Checks
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 8, SWC 9
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 2

Activity	School Wide Intervention/Enrichment Time during the school day (LLI, Imagine Learning, iStation, Depth and Complexity, Literature Circles)and provide student tutoring and/or enrichment clubs after school.
Person Responsible	Classroom Teachers, Academic Specialists, Special Education Teachers
Monitoring Measures	Intervention Data, Check In Meetings, Tier Progress Checks
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4, SWC 8, SWC 9
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 3

Activity	The use of pre-assessments, post assessments and common assessments.
Person Responsible	Classroom Teachers and Academic Specialists
Monitoring Measures	Reading-Running Records, IRI's Math-Pre Assessment and Post Assessment Student Data
Title 1 Fund	No
Title 1 Campuses	
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	

Activity 4

Activity	Identify and target At Risk Students while frequently monitoring their progress.
Person Responsible	Admin, Academic Specialists and Classroom Teachers
Monitoring Measures	Reading and Math Classroom Assessments, Intervention Data
Title 1 Fund	Yes
Title 1 Campuses	
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	

Activity 5

Activity	Increase the amount of independent reading time for all students based on their independent reading level.
Person Responsible	Classroom Teachers, Reading Specialist
Monitoring Measures	NEAR Data
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 2

Need : There is not a systematic approach to student discipline and it is inconsistent across the campus.

Goal : We will implement PBIS with 100% faculty participation and decrease office referrals by 10%.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, Other
Timeline for Implementation	August 2017-May 2018
November Progress Check	The staff has implemented PBIS with 100% participation. The staff has taught the FLOCK Expectations and are giving out Cardinal Cash, Cardinals Caught Being Good Coupons and utilizing Minor Infraction Forms for offenses that do not require an immediate office referral. The staff is also referring to the tiered behavior chart for when to write an office referral. the school store is open weekly for students to spend their cardinal cash. Last year at this time, we had 23 bus referral compared to this years 7 and 46 office referrals compared to this years 47. Some of the referrals this year are from repeat students that have been moved through the tier process for behavior and are being evaluated.
March Progress Check	PBIS has been implemented by all staff. We now have a systematic approach to discipline and we knew that the data may get worse before it gets better. Current Year: 118 referrals/14 Bus Referrals Last School Year (same time period): 102 referrals/33 Bus Referrals
June Progress Check	16-17: 199 Office Referrals (30physical aggression/41 disturbing class or others/31 disobeys school, classroom rules) 17-18: 203 Office Referrals (65 physical aggression/54 disturbing class or other students/27 disobeys school, classroom rules)

Activity 1

Activity	Distribute Cardinal Cash for positive choices and allow students to purchase items weekly at the school store and issue Cardinals Caught Being Good Coupons (student and teacher incentives) to students that are making good choices.
Person Responsible	All Staff
Monitoring Measures	Discipline Referrals, Walkthroughs
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 5
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 2

Activity	Review and train the staff on PBIS structures, initiatives, and implementation. Implement common expectations in the Cafeteria, Classrooms, Hallways, Restrooms, and Bus.
Person Responsible	All Staff, the PBIS Leadership Team and Bus Drivers
Monitoring Measures	Discipline Data, Bus Referrals, Walkthroughs
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 4
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 3. Implement, provide, and maintain instructional facilities that support a safe, healthy, and comfortable learning environment in a growing community.

Activity 3

Activity	Train/refresh the staff on the process and importance of Class Meetings, Student Advisory and Pillar Assemblies.
Person Responsible	Classroom Teachers, Counselors, Admin
Monitoring Measures	Discipline Data, Walkthroughs
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	Objective 2. Implement, provide, and communicate programs that will ensure that students understand shared responsibility and have necessary coping skills.

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 : Our students are entering 4th grade with several gaps in their writing instruction.

Goal : Implement Writer's Workshop with 100% teacher participation to decrease the at-risk vs. non at-risk achievement gap by 10%. We will also focus on our Hispanic and eco dis population to ensure that 60% of these students are being successful to address the missed safeguards.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, Other
Timeline for Implementation	August 2017-May 2018

November Progress Check	Teachers are teaching writing daily following the Writer's Workshop model. In addition, teachers are keeping conferencing logs for their classes. We have sent a first and fourth grade teacher to an Empowering Writer's workshop along with the reading specialist. We have had a person come and model a writing lesson and had all first and fourth grade teachers watch the lesson being taught.
March Progress Check	6/26 teachers indicated that they need more training regarding the Writer's Workshop Model. This will be shared with the Reading Specialists and a plan will be developed for these teachers.
June Progress Check	% of students meeting grade level standards based on writing rubric: K: 84% 1: 75% 2: 85% 3: 66% 4: 63% 5: 70% Total: 74%

Activity 1

Activity	Train the staff on the components of Writer's Workshop and implement this structure in K-5 classrooms.
Person Responsible	Classroom Teachers, Reading Specialists, Administration
Monitoring Measures	Staff Surveys, Walkthroughs during Writing, Administration Feedback to Teachers
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4, SWC 5, SWC 9
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 2

Activity	Create a vertical alignment document for Writing Expectations in grades K-5 and collective samples frequently to ensure that these standards are being mastered.
----------	--

Person Responsible	Classroom Teachers, Reading Specialist and Administration
Monitoring Measures	Writing Samples, Vertical Teaming Protocols
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Teachers will conference with all students at least once weekly to provide immediate feedback on their writing.
Person Responsible	Classroom Teachers
Monitoring Measures	Student Conferencing Checklists
Title 1 Fund	No
Title 1 Campuses	
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	

Activity 4

Activity	Each grade level will showcase student learning in the area of Writing at least once per school year.
Person Responsible	Classroom Teachers, Reading Specialist, Administration
Monitoring Measures	Sign In Sheets
Title 1 Fund	Yes
Title 1 Campuses	SWC 6
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 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 : To increase the opportunities for parents to be involved at school.

Goal : By the end of the school year, we will have provided multiple opportunities for parents to engage in school sponsored functions with 60% attendance of the intended audience.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, Other
Timeline for Implementation	August 2017-May 2018
November Progress Check	Meet the Teacher: 92% in attendance Title I Annual Night: 15 parents/18 staff members Arbor Day: 54 parents/community members Veteran's Day Program: 81 Parents/Community Members Multicultural Night: 37 parents/26 staff members WatchDOGS Night: Apprx 50 parents
March Progress Check	Winter Program K-2: 126 in attendance Wetland Project Parent Showcase: 72/115 (63%) STEAM Team Showcase-100% attendance (15/15) Student Led Conferences: 407/579 (70%)

June Progress Check	5th Grade Family Night: 27 families Math CAMP Ceremony: 20/21 families Reader's Restaurant: 82 parents Family Fitness Night: 41 Fiesta Float Parade: 41 Kinder Round Up: 24 parents 4th Grade Write Café: 47% (40/85 families) Kinder PBL: 17 families Talent Show: 52 parents Pillar Assembly (2/23): 38 families/100% Pillar Assembly (3/23): 38 families/100% 1st Grade Parent Night: 34/80 (43%) 2nd Grade Parent Night: 38/85 (45%)
---------------------	--

Activity 1

Activity	Each grade level with showcase at least one of their Project Based Learning Projects to parents.
Person Responsible	Classroom Teachers
Monitoring Measures	Sign In Sheets
Title 1 Fund	Yes
Title 1 Campuses	SWC 6
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	The ESL Teachers and Parent Involvement Coordinator will organize a Multicultural Night for the whole school to be invited to.
Person Responsible	All staff members

Monitoring Measures	Sign In Sheets
Title 1 Fund	Yes
Title 1 Campuses	SWC 6
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	We will hold Student Led Conferences where students are able to demonstrate their learning and discuss their academic progress with their parents. Third through fifth graders will utilize AVID as a strategy for organization and note taking.
Person Responsible	Classroom Teachers
Monitoring Measures	Sign In Sheets
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 3. Implement systems to promote the development of student leadership, critical thinking, and self-management skills.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	We will provide parents the opportunity to be involved through Parent Education Classes, the Winter Program (K-2), Talent Show (3-5, Art Showcase and Project Acorn.
----------	--

Person Responsible	Counselors, Music and Art Teachers, Science AST, Reading and Math Specialists
Monitoring Measures	Sign In Sheets
Title 1 Fund	Yes
Title 1 Campuses	SWC 6
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	

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 : To provide Health and Wellness Programs/Information sessions offered to students and families to live a healthier lifestyle.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, Other
Timeline for Implementation	August 2017-May 2018
November Progress Check	<p>*Mayor's Fitness Council: The mission of the Healthy Schools Committee is to improve nutrition and physical activity through school-based programs and through the promotion and support of the Mayor's Fitness Council Student Ambassador Program. A team of students from our campus serve on the council to collaborate on ways to improve the health and fitness of our community.</p> <p>*Bike Rodeo: teaches bike safety</p> <p>*TGMD-2 Assessment: perform motor assessment twice a year for every Kindergartner in order to identify gross motor development issues.</p> <p>*Motor Lab: intervention designed for Kindergarten students to help strengthen both motor function as well as reading proficiency.</p> <p>*Weekly Health & Nutrition Curriculum: district-provided curriculum and activities to focus on a new health/nutrition concept each week. Lessons are taught K-5.</p> <p>*Fitness Assessment: performed for students in grades 3-5 twice a year, allowing each student to see results, progress and address areas of concern</p>
March Progress Check	<p>*Go! Kids Challenge: Go!Kids Challenge is a six-week program that encourages students to be active and eat their fruits and veggies and drink water. Encourages families to make healthy choices and be active together.</p> <p>*Jump Rope for Heart: Through Jump Rope For Heart kids learn jump rope skills, how their heart works, how to stay heart healthy and raise money to help kids with special hearts. Have fun, learn how to stay healthy and make a difference in the lives of others!</p> <p>*Family Fitness Night: An event designed to help teach our students, staff, families and community about the importance of a healthy lifestyle. We will have healthy food demonstrations and samples, free exercise and sports classes, fun games to play and health education opportunities.</p> <p>* Kite Day: encourages families to play and exercise together.</p>
June Progress Check	<p>Field Day</p> <p>Family Fitness Night</p> <p>Heroes for Health Day</p> <p>Animal Care Services Dog Presentation</p>

Activity 1

Activity	Provide parents information about available resources from the community through a Family Fitness Night and Picnic.
Person Responsible	PE Teacher
Monitoring Measures	Sign In Sheets
Title 1 Fund	Yes
Title 1 Campuses	SWC 6
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 an after school fitness club for students to learn about a healthy lifestyle and practice these strategies.
Person Responsible	PE Teacher
Monitoring Measures	Student Participation
Title 1 Fund	Yes
Title 1 Campuses	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 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

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