



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



## SCHOOL IMPROVEMENT PLAN

**CODY ELEMENTARY SCHOOL**

**2017-2018**

## CODY ES

### Needs Assessment 2017-2018

#### Process

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

Teachers and administration met to review data on students for the 2016-2017 school year. Data was reviewed from previous years STAAR scores and areas in math, 4th grade writing and science were areas of concern. Special education students in grades 3-5 also had concerns in all areas.

The campus met an additional time to review CDB scores, reading levels, and program effectiveness. CDb scores were within the district average range. Most classes had 3-5 students who were not reading on grade level consistently in all grade levels.

Each grade level reviewed the current school improvement plan goals and activities and made recommendations. Grade levels concluded guided reading and guided math was the most useful strategy for students to master reading and math concepts. Programs such as I-Ready, Imagine Learning and I-station were also useful in providing remediation for the students.

For Science the use of the STEM Lab, Science Lab, and Science AST was beneficial in providing instruction for students in grade K-5 Digital Resources, STEM scopes, Discovery Ed., Edusmart and Study Jams were also resources that were heavily used in the area of science.

In Writing, a suggestion was made to incorporate a time to reflect on student writing campus wide and as a Professional Learning Community. The suggestion was made to share writing samples vertically and more professional development in Grammar Matters. The staff felt we needed more time to implement the strategies that were started.

## Data and Campus Practices Review

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

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

<b>CSF 1: Academic Performance</b>	
Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.	
<input checked="" type="checkbox"/> STAAR/EOC/TAKS	
<input checked="" type="checkbox"/> Regression graphs	
<input checked="" type="checkbox"/> Student demographics	
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE	
<input checked="" type="checkbox"/> TELPAS	
<input checked="" type="checkbox"/> Promotion/retention (Elementary)	
<input 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>After review of the 2016 STAAR data, CDB, data and campus reading levels, the following areas were noted as needing improvement: Reading and math for all students in grades 3 and 4. 4th grade writing for all students.</p> <p>-Reading at approaching standard needs improvement, concentrating on the areas of economically disadvantaged students, special education, and at-risk. Other subpopulations included Hispanic, and African American.</p> <p>- Math - priority needs in third grade. Subpopulations include African American, Hispanic, Economically Disadvantaged, LEP, Special Education, and At-Risk.</p> <p>-ELL students showed growth and progress in language development as shown by TELPAS scores.</p> <p>-Placement and retentions continue to be a concern at first and second grade.</p> <p>-The campus is found to have a high mobility rate.</p>

**CSF 2: Use of Quality Data to Drive Instruction**

Use of Quality Data to Drive Instruction emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used. It is not only the use of data to drive instructional decision making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.

Student attendance

Discipline

Grades

CDBs

Common Assessments

Other

Findings	Information about student grades, CDB scores and common assessments are discussed at weekly PLC collaboration meetings. CDB data is further used to disaggregate data and provide interventions for struggling students. Student discipline is analyzed during staff meetings and recommendations are made through the PBIS committee.  Individual TEKS are targeted to increase student performance on STAAR giving special emphasis to students who are at-risk, economically disadvantaged, ELL or special Education.
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**CSF 3: Leadership Effectiveness**

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

Distribution of leadership and responsibilities

Decision making structures on the campus

Teacher input

Campus goals

Monitoring of teacher performance; feedback to staff

Communication

Master schedule

Teacher and parent surveys

Other

Findings	The leadership team is used to promote change and new ideas and programs on campus. Teacher input is obtained and goals are set based on student data, teacher data, and surveys. School wide issues are communicated to the campus at faculty meetings and professional development days. The use of a master schedule is utilized to make sure teachers are following instructional practices that have been implemented. Further feedback is given to the leadership team through the use of teacher and parent surveys.
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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      Campus based after school enrichment activities

Findings	<p>Increased learning time is give to stuents base on common assesmetns and CDB results. Students who have deficiencies are given additional instruction during the intervention block. A campus tutor is also utilized in the area of rading to provide additional support to students who are bleow level. RTI is used to identify students who may need additional instruction in rading and/or math in pull out groups.</p> <p>After school enrichment is available for all students depending on their interest and includes, science, robotics, art, music, and coding.</p> <p>Special Education students reicve support by attending tutoring before school and during the day. They attend campus based interventions. Computer based programs include I-station, I-ready, Lexia and</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	Input is given to the school through the use of survey from staff and parents. A parental involvement survey is sent out to parents and teacher to complete a climate survey. Parents are also given an opportunity to give input at each parent activity on campus. School counselors provide additional support to families and serve as a bridge to access services in the community.
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<b>CSF 6: School Climate</b>
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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.
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<input checked="" type="checkbox"/> Teacher surveys
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<input checked="" type="checkbox"/> Parent surveys
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<input checked="" type="checkbox"/> Student surveys or panels
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<input checked="" type="checkbox"/> Discipline
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<input checked="" type="checkbox"/> Student attendance
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<input checked="" type="checkbox"/> Extra-curricular activities and clubs
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<input type="checkbox"/> Other
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Findings	Teacher and parent surveys are given annually concerning school climate. Discipline and attendance are monitored. The PBIS committee meets monthly to review campus discipline and they administers a school climate survey. Attendance is monitored. Discipline has decreased. Absenteeism among students has increased due to changes in the law. More extracurricular activities have been promoted in the lower grades such as Art club and junior robotics.
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<b>CSF 7: Teacher Quality</b>
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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.
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<input checked="" type="checkbox"/> Teacher attendance
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<input checked="" type="checkbox"/> Teacher experience and years on campus
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<input checked="" type="checkbox"/> Class size
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<input checked="" type="checkbox"/> Staff retention rates
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<input checked="" type="checkbox"/> Alignment of curriculum, instruction, assessment
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<input checked="" type="checkbox"/> Alignment of CDB scores and STAAR results
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<input checked="" type="checkbox"/> Effectiveness of planning and collaboration
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<input checked="" type="checkbox"/> Professional development experiences and requests
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<input type="checkbox"/> Other
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Findings	Professional development need to continue with staff that have changed grade levels or new to campus. There is also a need for more professional development in areas of guided reading and guided math. There was one new teacher last year and Red Wagon meetings were held monthly.
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**Priority Needs**

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

Priority Need 1

Increase student performance in the areas of math, reading, and science 5% by increasing student engagement, instructional rigor and providing remediation.
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

Increase student performance in the area of writing by 5%. Special emphasis will be given to revising and editing.
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 3 Leadership Effectiveness CSF 4 Increased Learning Time

Priority Need 3

Increase parental involvement during school activities by 5% to help parents become more informed about school initiatives and resources.
CSF 3 Leadership Effectiveness CSF 5 Family and Community Engagement CSF 6 School Climate

Priority Need 4

Ensure 100% of new hires meet the profile required to achieve the campus goal and vision.
CSF 3 Leadership Effectiveness CSF 6 School Climate CSF 7 Teacher Quality

Priority Need 5

Improve discipline and safety at the school by increasing parental involvement, providing student behavior programs and increasing community partnerships.
CSF 2 Use of Quality Data to Drive Instruction CSF 5 Family and Community Engagement CSF 6 School Climate

**Campus: CODY ES**

**School Improvement Plan Signatures**

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

**Date of SAT Meeting: 05/24/2017**

<b>SAT Member</b>	<b>Name</b>	<b>Signature</b>
Principal	Kittiya Johnson	
Parent Community Representative	George Hickman	
Staff Representative	Lisa Ellison	

**LIST SAT MEMBERS IN THE BLANKS BELOW**

<b>FULL NAME</b>	<b>POSITION</b>
Kittiya Johnson	Principal
Lisa Ellison	Administrator
Mayra Juarez	Parent
George Hickman	Community Member
Tayde Ramano	Parent
Brenda Hughes	Parent
Maria Pena	Staff Member
Jaclyn Galvan	Staff Member
Felicia Garza	Staff Member
Charisse Cline	Staff Member
Corina Gonzalez	Staff Member
Jesus Alonzo	Staff Member
Norma Campa	Staff Member
Melina Silva	Staff Member



**CAMPUS: CODY ES**

**CAMPUS STAFF DEVELOPMENT PLAN 2017-2018**

**FOR CERTIFICATION PURPOSES:** Campuses are required to keep records of staff development offered during contract days including date, description, number of CPE hours and attendance.

**INSTRUCTIONS:** In the space below, list staff development required to assure successful implementation of the School Improvement Plan. If you have traded staff development days with teachers workdays, please list the actual date(s) of your staff development activities. If your campus has exchanged Teacher Choice days for alternate campus-wide staff development, fill in the actual date your campus-wide activity occurred (example: campus-side retreat).

**Staff Development to be Offered**

<b>Date</b>	<b>Alternate Date(s)</b>	<b>Title and Description or Teacher Choice</b>	<b>Staff Development Area</b>	<b>Audience</b>	<b>Targeted Student Group</b>	<b>Funding Source / Costs</b>	<b># of CPE Hours</b>
08/21/2017		Staff Orientation , Team Building, STAAR data review, Instructional Design, PLC	Instruction	All staff	All Students	None	6
08/22/2017		T-TESS, Child Abuse, Parental Involvement	Instruction	All staff	All Students	None	6
08/23/2017		Discipline, PBIS, Grammar Matters, technology	Instruction	All staff	All Students	None	3
10/09/2017		40 Developmental Assets / PLC / District PD	Collaboration	Professional staff	All Students	None	6
11/20/2017		Teacher Choice	Instruction	Professional Staff	All Students	None	6
11/21/2017		Teacher Choice	Instruction	Professional Staff	All Students	None	6
02/19/2018		District PD / PLC / Grade Level Planning	Instruction	Professional Staff	All Students	None	6

CAMPUS: CODY 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	78%	42%	75%	74%	76%	71%	40%	18%	75%
African-American	95%	52%	82%	62%	72%	78%	30%	9%	75%
Hispanic	76%	39%	73%	70%	74%	69%	38%	18%	73%
White	85%	55%	85%	84%	86%	71%	52%	24%	75%
Economically Disadvantaged	74%	38%	72%	66%	68%	66%	34%	15%	70%
Special Education	47%	24%	43%	44%	48%	55%	29%	11%	60%
At-Risk	64%	21%	60%	58%	58%	56%	25%	7%	60%
Limited English Proficient	77%	27%	70%	62%	63%	63%	26%	8%	63%
Asian	100%	100%	100%	89%	78%	100%	100%	67%	100%
American Indian	0%	0%	80%	73%	58%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	71%	N/A	N/A	N/A	N/A
Two or More	88%	75%	89%	80%	87%	100%	80%	40%	90%

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	72%	31%	70%	64%	62%	52%	15%	4%	60%
African-American	83%	33%	84%	53%	56%	60%	10%	0%	63%
Hispanic	69%	31%	70%	60%	59%	51%	15%	4%	55%
White	83%	33%	84%	72%	73%	33%	11%	11%	50%
Economically Disadvantaged	70%	31%	70%	56%	52%	46%	11%	4%	50%

Special Education	30%	10%	40%	33%	32%	50%	33%	25%	55%
At-Risk	50%	18%	50%	44%	37%	33%	5%	2%	50%
Limited English Proficient	57%	57%	60%	54%	49%	43%	0%	0%	50%
Asian	100%	0%	100%	85%	72%	100%	100%	0%	90%
American Indian	N/A	N/A	N/A	61%	71%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	67%	50%	N/A	N/A	N/A	N/A
Two or More	100%	33%	100%	70%	76%	100%	50%	0%	90%

**MATHEMATICS (Grades 3-5)**

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	82%	39%	76%	79%	80%	73%	35%	12%	75%
African-American	81%	48%	76%	66%	72%	70%	26%	4%	72%
Hispanic	81%	36%	76%	77%	78%	72%	33%	11%	75%
White	80%	55%	76%	87%	88%	86%	52%	19%	85%
Economically Disadvantaged	78%	36%	71%	73%	73%	69%	31%	10%	70%
Special Education	61%	31%	60%	53%	56%	66%	39%	8%	70%
At-Risk	70%	20%	65%	67%	65%	58%	20%	2%	65%
Limited English Proficient	83%	30%	77%	73%	72%	66%	21%	3%	70%
Asian	100%	100%	100%	94%	86%	100%	100%	67%	90%
American Indian	100%	0%	100%	78%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	80%	78%	N/A	N/A	N/A	N/A
Two or More	88%	63%	76%	82%	89%	100%	60%	40%	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	Meets Standard	Masters Standard	

All Students	78%	29%	76%	73%	76%	77%	34%	12%	80%
African-American	88%	63%	88%	59%	68%	75%	13%	0%	80%
Hispanic	76%	26%	75%	68%	73%	76%	31%	12%	80%
White	83%	33%	85%	84%	87%	83%	67%	33%	85%
Economically Disadvantaged	72%	26%	75%	65%	67%	69%	23%	5%	75%
Special Education	39%	22%	50%	44%	46%	62%	23%	15%	75%
At-Risk	64%	14%	70%	56%	59%	59%	15%	4%	65%
Limited English Proficient	71%	0%	71%	57%	58%	33%	0%	0%	50%
Asian	100%	0%	100%	89%	75%	100%	100%	0%	90%
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	75%	50%	75%	81%	86%	100%	67%	0%	90%

## ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	94.7%	95%
African-American	95.4%	95.8%	95.8%	95.8%
Hispanic	95.6%	95%	94.6%	95%
White	96%	95.8%	94.4%	95%
Economically Disadvantaged	95.4%	94.4%	94.3%	95%
Special Education	94.5%	93.9%	93.6%	93%
Limited English Proficient	96.4%	95.8%	95.6%	95%
Asian	97.8%	96.8%	94.5%	96%
American Indian	95.3%	95.2%	N/A	N/A
Hawaiian Pacific Islander	95.5%	96.1%	81.4%	96%
Two or More	95.9%	96%	90.8%	96%

## RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	2.05%	1%
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## 17-18 School Improvement Plan - Objectives and Activities

### Goal 1

Need : Increase student performance in the areas of math, reading, and science 5% by increasing student engagement, instructional rigor and providing remediation.

Goal : System Safeguard: reading and special education - Provide engaging activities in grades PK-5 in the areas of math, reading and science. Higher order thinking skills will be included in the curriculum to ensure students are successful in the Phase in Level II STAAR performance indicator. Special attention will be given to underachieving subpopulations such as at-risk, special education, and English Language Learners.

### Goal Details

Student Groups Impacted	All Students, African American, Special Education, At Risk, Eco-Dis, ELL, Migrant, Hispanic
Funding Needed	Local, Title II, State Compensatory
Timeline for Implementation	August - May
November Progress Check	<p>Guided reading and guided math have been implemented in grades K-5. No worksheet Mondays were begun at beginning of the school year providing hands-on activities for students. The school has undergone technology deployment and all classrooms have more access to technology. Technology integration is contained in lesson plans and teams meet with technology coach.</p> <p>Students have goal setting folders and have set some baseline academic goals for themselves. Intervention block was started in October to provide remediation for all students who are struggling.</p>
March Progress Check	<p>Technology deployment has been completed. More technology lessons have been implemented in grades 2-5. More professional development in technology needs to be implemented in grades K and 1. We continue to have intervention block and monitor student performance via common formative assessments.</p>
June Progress Check	<p>Goal needs to be continued for next school year. Emphasis should be on the use of technology and looking at student engagement through Kagan principles.</p>

Activity 1

Activity	Continue with guided reading and guided math in grades K-5. The focus will be on running records, incorporating center use and technology to provide student engagement during the guided reading time period.
Person Responsible	Classroom Teachers Instructional Specialist in Reading, Math, Science, LST
Monitoring Measures	Reading Inventories Running Records TPRI TELPAS CDB Common Assessments STAAR
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 4, 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	Increase the use of technology I grades PK-5 to provide more engaging instruction. Students will utilize computer based programs and apps as part of their instructional day. Mobile Devices will be used to integrate technology into the curriculum in all subject areas giving emphasis to reading, math, and science.
Person Responsible	Classroom Teachers Instructional Specialists Technology Coach TSS Administration
Monitoring Measures	Teacher will submit technology use in classroom via lesson plans and artifacts.
Title 1 Fund	Yes

Title 1 Campuses	SWC 1, SWC 2, SWC 4, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 6. Utilize technology in advanced and innovative ways to support instruction and facilitate learning
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 3

Activity	Provide targeted remediation to students in grades K-5 during school wide intervention block and during the day tutoring.
Person Responsible	Classroom Teachers Instructional Specialists Campus Tutor Bilingual Tutor
Monitoring Measures	Common Assessments CDB STAAR
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, 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 4

Activity	Continue with monthly goal setting and the student advisory program and increase student achievement by 5%. Students will focus on their areas of strength and remediation in all content areas.
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Person Responsible	Classroom Teachers Counselors Administration
Monitoring Measures	Goal Setting Folders Goal Setting Rally Student Led Conferences
Title 1 Fund	Yes
Title 1 Campuses	SWC 8, SWC 9
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 5

Activity	Provide remediation for special education students in the areas of reading to increase special education student performance on the STAAR test in grades 3-5 by 10%. This remediation will take place during the school wide intervention block and during reading instruction in the collaborative classrooms. I-Station and LLI program be used to facilitate this instruction.
Person Responsible	Special Education Teacher Collaborative Teachers Classroom Teachers Administration Special Education Campus Coordinator
Monitoring Measures	Progress on I-Station and LLI will be documented in reports. Periodic running records and reading inventories will be conducted to monitor student progress. Common Assessments in the areas of reading will also be used to measure growth.
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4
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	

**Goal 2**

**Need :** Increase student performance in the area of writing by 5%. Special emphasis will be given to revising and editing.

**Goal :** System Safeguard: Utilize the NISD District writing alignment and refine instruction for writing, revising and edition of student compositions across all grade levels. Elements of Writer's Workshop will be incorporated into instruction. Improvement will be monitored on the STAAR Writing Assessment in fourth grade. The focus will be on all students, however, special attention will be given to underachieve subpopulations such as at-risk, special education, and English Language Learners.

**Goal Details**

Student Groups Impacted	All Students, African American, Special Education, At Risk, Eco-Dis, ELL, Migrant, Hispanic, Homeless
Funding Needed	Local
Timeline for Implementation	August - May
November Progress Check	Writing was identified as an area of need by the administration. A review of writer's workshop and grammar matters professional development was given to teachers. All teachers also attended district wide workshop on grammar matters.  Writing for Hispanic Heritage month and Veterans Day contest was conducted.
March Progress Check	Teams have met with grade level teams to go over writing. Writing samples continue to be collected and feedback given to teachers. Teacher have implemented grammar matters in classrooms and 4th grade students have taken common assessments and CDBs to monitor their performance and make changes in instruction.
June Progress Check	More targeted interventions in the areas of writing needs to continue. Writing Academies in the area of revising and editing professional development will be presented in the summer to provide a groundwork for writing in grades K-5.

**Activity 1**

Activity	Continue with Writer's Workshop in grades K-5. Ongoing professional development will continue in this area. Writing samples will be shared during vertical team meetings and best practices will be shared across grade levels.
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Person Responsible	Reading Specialist Classroom Teachers Administration
Monitoring Measures	Writing Samples CDB STAAR
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, 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	The campus will focus on revising and editing in grade K-5. Professional development will be based on data from STAAR and common assessments. Grammar Matters workshop will be emphasized along with principals from the workshop.
Person Responsible	Classroom Teachers Reading Specialist Administration
Monitoring Measures	CDB Writing Samples Common Assessments STAAR Writing
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, 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	
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Activity 3

Activity	Encourage students to write creatively and for fun via campus writing contest and writing in the form of research and presentation to improve writing skills and revising and editing in grade K-5.
Person Responsible	Classroom Teachers Reading Specialist Instructional Specialist Rotation Teachers Administration
Monitoring Measures	Halloween Writing Contest Technology Presentation Science Fair Fiesta Writing Contest
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 6
Promote Community Involvement	
Educate Diverse Learners	Objective 5. Provide rigorous, complex, and meaningful learning that promotes readiness for post PK-12 experiences.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	

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

**Activity 5**

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

**Goal 3**

**Need :** Increase parental involvement during school activities by 5% to help parents become more informed about school initiatives and resources.

**Goal :** Increase parental involvement during school activities and provide parents with topics useful to the growth and development of their children. In addition, the school will serve as a bridge between families and com unity resources outside the school.

Goal Details

Student Groups Impacted	All Students, Special Education, ELL, Migrant, Homeless
Funding Needed	Local, Title III
Timeline for Implementation	August - May
November Progress Check	Parents have received communication via twitter, school messenger and remind. The webpage is updated on a regular basis.  Topics have not been addressed such as bullying, internet safety, or resources for students.
March Progress Check	Continue use of school messenger, twitter, campus webpage and remind.  Have not implemented cafecitios on topics such as bullying, internet safety or resources for students.  Community events include choir concert, Cody Corral, Science Night, Read Night and Art Night. These events have been publicized via newsletter and school messenger.
June Progress Check	Continue use of school messenger, twitter, campus webpage and remind.  One parent class was conducted and more will be scheduled for the upcoming school year.  We will continue to have events on the campus where the community is invited. These events will be based on a survey from parents.

Activity 1

Activity	during the 2017-2018 school year, the school will use electronic media (twitter, webpage, School Messenger and Remind) to foster positive relationships between parents, community, and the school to increase attendance at parent events on the campus.
Person Responsible	All teachers All staff Administration
Monitoring Measures	Webpage and Twitter updated monthly Parent Surveys Use of Remind and School Messenger
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 9, SWC 10

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 activities and programs to increase community relationships with communication between the school and home. Topics can include resources for students, bullying, technology, and safety.
Person Responsible	Counselors Classroom Teachers Support and Instructional Specialist Administration
Monitoring Measures	Attendance Logs PTA Meeting, Cafecito Attendance Family Night Meeting Attendance Enrollment in Remind and Twitter
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 6, SWC 7
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 3

Activity	
Person Responsible	

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

#### Activity 4

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

#### Activity 5

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

**Goal 4**

Need : Ensure 100% of new hires meet the profile required to achieve the campus goal and vision.

Goal : Ensure staff are trained in campus goals, procedures and those new to Cody and teaching receive ongoing professional development to aid in delivery of instruction.

**Goal Details**

Student Groups Impacted	All Students, Special Education, At Risk, ELL, Migrant, Homeless
Funding Needed	Local
Timeline for Implementation	August - May
November Progress Check	<p>Red Wagon mentor has been assigned to all new teachers. Teachers that are new to campus have received a buddy teacher.</p> <p>The Red Wagon Coordinator has meet frequently with new teachers to go over topics such as gradebook, time management, and dealing with stress.</p>

March Progress Check	Continue to have Red Wagon Meetings and support new teachers with instruction and day to day campus procedures.
June Progress Check	Red Wagon Meetings were implemented and new teachers were provided with a mentor. End of the year meetings with new teachers focused on areas of strength and growth throughout the school year. Goal for the upcoming year were created and teachers will be invited to the Red Wagon meetings for the upcoming school year.

Activity 1

Activity	Teachers and administration will actively seek those who have necessary skills in the subject matter as linked to the campus goal and vision during the interview process. Training will be provided in any area of deficit for new hires.
Person Responsible	Administration Grade Level Teams Academic Specialists
Monitoring Measures	Red Wagon Mentor Program New Teacher Meetings Campus Instructional design presented in August
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	

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

Activity 3

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

Activity 4

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	

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

**Activity 5**

Activity	
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 5**

Need : Improve discipline and safety at the school by increasing parental involvement, providing student behavior programs and increasing community partnerships.

Goal : Effectively implement discipline and safety programs that ensure a school environment where students have a safe learning environment.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, ELL, Homeless
Funding Needed	Local
Timeline for Implementation	August - May
November Progress Check	<p>PBIS program has been implemented. Committee meets on a regular basis. Students have watched PBIS video to go over campus rules and expectations.</p> <p>The Watch Dog program was started. Parent meeting was conducted and parents have signed up to be Watch Dog of the Day on various days of the school year.</p>
March Progress Check	<p>PBIS program continues. Cody Cash and Cody store still implemented and with great success.</p> <p>Watch dog program continues.</p>
June Progress Check	This was a very successful year with PBIS. Cody Cash and store were implemented. Most discipline concerns were those of repeat offenders. Next year PBIS will focus on classroom procedures and tweaking discipline.

Activity 1

Activity	Continue with PBIS program to develop campus wide rules and expectations for behavior. This will be in conjunction with the Student Advisory program and KELSO's choices.
Person Responsible	<p>All staff</p> <p>Administration</p> <p>PBIS Committee</p> <p>Administration</p> <p>Counselors</p>
Monitoring Measures	<p>Discipline Data</p> <p>Staff Surveys</p> <p>Walk throughs</p>
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3

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 2

Activity	Continue the Watch Dog Program for the 2017-2018 School year to increase parental involvement and school and community safety
Person Responsible	Administration PTA Watch Dogs Counselors
Monitoring Measures	Sign in sheet during initial Watch Dog Training Parent Watch Dog Volunteer Log
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 6
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	
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 : Provide school-wide learning opportunities for all students to be healthy and active for a lifetime.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, ELL, Migrant, Homeless
Funding Needed	Local
Timeline for Implementation	August - May
November Progress Check	PE department has gone over nutrition and healthy lifestyles with students. A running club was created and students participate after school two times a week in the program.
March Progress Check	Running club continues. Jump Rope club has been implemented with girls in upper grades as an after school activity. Heroes for health program will be televised on Morning Announcements Go Noodle programs is being utilized in all classrooms to promote physical fitness breaks during the day.



June Progress Check	<p>We will continue with more health conscious programs on the campus.</p> <p>Running Club and Jump Rope Club will continue for the upcoming school year.</p> <p>Go Noodle will continue in all grades to ensure students are active when they are not able to go outside.</p>
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Activity 1

Activity	<p>Conduct activities such as Field Day and Bike Rodeo to increase student safety awareness and provide opportunities for physical fitness in every day life. Activities would include:</p> <ul style="list-style-type: none"> <li>-Provide moderate to vigorous physical activity in physical education</li> <li>-Post nutrition message throughout the school specific to My Plate</li> <li>-Promote healthy food choices in the cafeteria.</li> </ul>
Person Responsible	<p>PE teachers All Professional Staff All Support Staff Administration</p>
Monitoring Measures	<p>Student attendance at Field Day and Bike Rodeo Cafeteria Food Choices</p>
Title 1 Fund	<p>Yes</p>
Title 1 Campuses	<p>SWC 2, SWC 8</p>
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	<p>Objective 3. Implement, provide, and maintain instructional facilities that support a safe, healthy, and comfortable learning environment in a growing community.</p>

Activity 2

Activity	
Person Responsible	
Monitoring Measures	

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

### Activity 3

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

### Activity 4

Promote a Safe Environment for Students and Staff	
Activity	

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