



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



## SCHOOL IMPROVEMENT PLAN

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**CONNALLY MIDDLE SCHOOL**

**2017-2018**

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# CONNALLY MS

## Needs Assessment 2017-2018

### Process

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

The Connally teachers and administrators analyzed several pieces of various data to determine the high priority needs of the campus.

Teachers gathered in their PLCs to gather notes and findings from the data and prepared a visual report for an "all staff" workshop.

Teachers and staff gathered to discuss and determine the top three priority campus needs for the school improvement plan.

The Instructional leadership team gathered to determine the root cause of the three high priority needs. The team was facilitated by Sonia Sanchez using protocols like the "10, 5, 5".

The instructional leadership team then discussed possible activities to address the three goals of the School Improvement Plan.

Mrs. Fernandez, the Academic Dean, worked with the School Improvement team to refine and prepare the School improvement plan.

**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 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 type="checkbox"/> Promotion/retention (Elementary)	
<input checked="" type="checkbox"/> Failure rates (Secondary)	
<input type="checkbox"/> Completion and graduation rates (High School)	
<input type="checkbox"/> SAT/ACT (High School)	
<input type="checkbox"/> AP (High School)	
<input type="checkbox"/> Other	
Findings	Teachers found that there were significant performance gaps between the SPED and all students population and the ELL and all student population in all content areas and all grade levels.

<b>CSF 2: Use of Quality Data to Drive Instruction</b>	
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 type="checkbox"/> Common Assessments	
<input type="checkbox"/> Other	
Findings	Teachers found that there were a high number of discipline referrals and that teachers need additional support in best classroom management practices.

<b>CSF 3: Leadership Effectiveness</b>	
Leadership Effectiveness targets the need for leadership on the campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Providing job-embedded professional development to build capacity of campus leaders is a vital part of this CSF.	
<input type="checkbox"/> Distribution of leadership and responsibilities	
<input type="checkbox"/> Decision making structures on the campus	
<input checked="" type="checkbox"/> Teacher input	
<input type="checkbox"/> Campus goals	
<input type="checkbox"/> Monitoring of teacher performance; feedback to staff	
<input type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Master schedule	
<input type="checkbox"/> Teacher and parent surveys	
<input type="checkbox"/> Other	
Findings	Teachers found that there is a need for a specialized focus on the ELL and SPED student population at Connally Middle School.

<b>CSF 4: Increased Learning Time</b>	
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 type="checkbox"/> Response to Intervention	
<input checked="" type="checkbox"/> Interventions implementation and effectiveness	
<input type="checkbox"/> Student identification for increased learning time	
<input type="checkbox"/> Tutorials	

<input type="checkbox"/> Other	
Findings	Teachers found that there is a need for a specialized focus on the ELL and SPED student population at Connally Middle School.

<b>CSF 5: Family/Community Engagement</b>	
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 type="checkbox"/> Family and community activities	
<input type="checkbox"/> Family and community input	
<input type="checkbox"/> Family and community services	
<input type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	
Findings	Teachers found that there is a need for a specialized focus on the ELL and SPED student population at Connally Middle School.

<b>CSF 6: School Climate</b>	
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 type="checkbox"/> Teacher surveys	
<input type="checkbox"/> Parent surveys	
<input type="checkbox"/> Student surveys or panels	
<input checked="" type="checkbox"/> Discipline	
<input checked="" type="checkbox"/> Student attendance	
<input type="checkbox"/> Extra-curricular activities and clubs	
<input type="checkbox"/> Other	
Findings	Teachers found that there is a need for a specialized focus on the ELL and SPED student population at Connally Middle School.

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

<input type="checkbox"/> Teacher experience and years on campus
<input type="checkbox"/> Class size
<input 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 type="checkbox"/> Effectiveness of planning and collaboration
<input type="checkbox"/> Professional development experiences and requests
<input type="checkbox"/> Other
Findings
Teachers found that there is a need for a specialized focus on the ELL and SPED student population at Connally Middle School.

**Priority Needs**

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

Priority Need 1

There is a high number of discipline referrals.

CSF 2 Use of Quality Data to Drive Instruction  
 CSF 3 Leadership Effectiveness  
 CSF 4 Increased Learning Time

Priority Need 2

There is a significant performance gap between the SPED student population and the "All" student population in all content areas and all grade levels.

CSF 1 Academic Performance  
 CSF 2 Use of Quality Data to Drive Instruction

Priority Need 3

There is a significant performance gap between the ELL student population and the "All" student population in all content areas and all grade levels.

CSF 1 Academic Performance  
 CSF 3 Leadership Effectiveness

Priority Need 4

System Safeguards: Missed in Reading, Math, Science, and Social Studies.

CSF 1 Academic Performance

**Campus: CONNALLY MS**

**School Improvement Plan Signatures**

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

**Date of SAT Meeting: 05/23/2017**

<b>SAT Member</b>	<b>Name</b>	<b>Signature</b>
Principal	Jaime Liendo	
Parent Community Representative	Stephanie Marrero - Realtor	
Staff Representative	Melissa Allo	

**LIST SAT MEMBERS IN THE BLANKS BELOW**

<b>FULL NAME</b>	<b>POSITION</b>
Brian Allbritton	Staff Member
Victoria Morales	Staff Member
Stephanie Enlo	Parent
Vanessa Rangel	Parent
Pilar Anderson	Parent
Samantha Fish	Staff Member
Melissa Allo	Staff Member
Jaime Liendo	Principal
Stephanie Marrero	Community Member

**CAMPUS: CONNALLY MS**

**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		Connally expectations and guidelines	Collaboration	Teachers and Staff	ALL		3
08/22/2017		Campus SIP and goals	Assessment	Teachers	ALL		2
08/23/2017		Effective Professional Learning Communities	Curriculum	Teachers	ALL		3
10/09/2017		Staff PD	Curriculum	Teachers	ALL		3
11/20/2017		Campus/District training	Instruction	Teachers	ALL		6
11/21/2017		Campus/District training	Instruction	Teachers	ALL		6
02/19/2018		Effective Professional Learning Communities	Curriculum	Teachers	ALL		3



ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES

READING (Grades 6-8)

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	80%	47%	85%	74%	79%	79%	47%	21%	85%
African-American	79%	44%	83%	66%	74%	80%	37%	13%	85%
Hispanic	77%	43%	83%	69%	77%	77%	44%	18%	85%
White	88%	60%	93%	85%	87%	84%	61%	34%	90%
Economically Disadvantaged	74%	39%	82%	66%	71%	73%	35%	13%	80%
Special Education	46%	21%	56%	36%	43%	40%	21%	4%	60%
At-Risk	60%	20%	75%	56%	62%	65%	25%	5%	75%
Limited English Proficient	48%	7%	60%	44%	42%	46%	6%	2%	60%
Asian	100%	73%	96%	91%	81%	78%	39%	28%	92%
American Indian	0%	0%	N/A	74%	77%	N/A	N/A	N/A	80%
Hawaiian Pacific Islander	100%	100%	100%	76%	81%	100%	100%	50%	100%
Two or More	97%	68%	98%	83%	89%	93%	68%	36%	95%

WRITING (7)

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	79%	50%	83%	68%	70%	77%	45%	13%	82%
African-American	67%	42%	70%	58%	65%	77%	62%	8%	82%
Hispanic	79%	48%	80%	63%	67%	75%	41%	13%	80%
White	78%	55%	85%	79%	81%	82%	54%	13%	87%
Economically Disadvantaged	77%	42%	80%	59%	59%	69%	35%	8%	75%

Special Education	26%	17%	33%	27%	31%	41%	30%	7%	60%
At-Risk	63%	30%	66%	46%	47%	61%	22%	2%	70%
Limited English Proficient	81%	38%	75%	38%	31%	48%	13%	0%	60%
Asian	100%	83%	100%	89%	79%	67%	33%	33%	75%
American Indian	N/A	N/A	N/A	65%	57%	N/A	N/A	N/A	80%
Hawaiian Pacific Islander	100%	100%	100%	71%	75%	N/A	N/A	N/A	80%
Two or More	85%	62%	95%	76%	82%	100%	70%	20%	100%

**MATHEMATICS (Grades 6-8)**

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	68%	27%	70%	76%	77%	70%	28%	7%	80%
African-American	76%	33%	78%	65%	70%	61%	20%	0%	70%
Hispanic	64%	21%	65%	72%	75%	68%	24%	5%	75%
White	81%	43%	81%	85%	86%	82%	43%	16%	87%
Economically Disadvantaged	60%	19%	60%	69%	68%	58%	18%	2%	65%
Special Education	42%	21%	48%	44%	47%	42%	18%	3%	50%
At-Risk	46%	6%	45%	61%	62%	54%	11%	1%	60%
Limited English Proficient	48%	11%	47%	58%	54%	48%	8%	0%	55%
Asian	92%	42%	94%	94%	85%	87%	40%	13%	92%
American Indian	N/A	N/A	N/A	75%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	100%	100%	78%	83%	100%	100%	100%	100%
Two or More	74%	48%	77%	82%	85%	70%	48%	17%	75%

**ALGEBRA I EOC**

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	100%	88%	100%	82%	99%	100%	94%	60%	100%
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**SCIENCE (Grade 8)**

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	69%	35%	70%	74%	76%	80%	46%	14%	85%
African-American	55%	35%	60%	63%	68%	88%	31%	19%	93%
Hispanic	65%	31%	64%	69%	72%	77%	41%	8%	82%
White	88%	43%	85%	86%	88%	88%	64%	32%	93%
Economically Disadvantaged	58%	24%	55%	66%	66%	71%	37%	8%	76%
Special Education	44%	29%	48%	38%	44%	50%	21%	0%	55%
At-Risk	42%	6%	41%	56%	57%	64%	21%	2%	70%
Limited English Proficient	33%	0%	43%	44%	36%	43%	29%	7%	60%
Asian	83%	67%	86%	92%	84%	71%	43%	29%	80%
American Indian	100%	100%	100%	73%	86%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	84%	100%	100%	0%	100%
Two or More	100%	67%	80%	83%	87%	100%	80%	30%	100%

**SOCIAL STUDIES (Grade 8)**

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	65%	27%	65%	62%	63%	58%	20%	9%	65%
African-American	70%	35%	70%	50%	55%	50%	25%	19%	60%
Hispanic	60%	23%	60%	55%	58%	53%	13%	4%	60%
White	86%	39%	83%	75%	80%	76%	41%	22%	81%
Economically Disadvantaged	57%	17%	57%	51%	51%	48%	15%	4%	55%
Special Education	47%	26%	48%	30%	33%	35%	19%	5%	50%

At-Risk	39%	8%	40%	40%	40%	39%	6%	2%	50%
Limited English Proficient	33%	0%	35%	29%	22%	14%	0%	0%	40%
Asian	100%	67%	85%	87%	76%	43%	0%	0%	80%
American Indian	100%	100%	100%	61%	57%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	63%	84%	100%	100%	0%	100%
Two or More	78%	22%	80%	72%	80%	90%	50%	30%	95%

## ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	95.8%	96%
African-American	95.4%	95.8%	96.6%	97%
Hispanic	95.6%	95%	95.7%	96%
White	96%	95.8%	96%	96.5%
Economically Disadvantaged	95.4%	94.4%	95.2%	95.7%
Special Education	94.5%	93.9%	95.1%	95.6%
Limited English Proficient	96.4%	95.8%	95.9%	96.4%
Asian	97.8%	96.8%	97.8%	98.2%
American Indian	95.3%	95.2%	98.2%	99%
Hawaiian Pacific Islander	95.5%	96.1%	97.9%	98.4%
Two or More	95.9%	96%	97.1%	97.6%

## RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% of Students Retained	0.05%	0%	0%

## DROP OUT RATE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	0.4%	0.1%	0%	0%

African-American	0.6%	0%	0%	0%
Hispanic	0.4%	0.1%	0%	0%
White	0.2%	0.1%	0%	0%
Economically Disadvantaged	0.4%	0.2%	0%	0%
Special Education	0.4%	0.4%	0%	0%
Limited English Proficient	0.6%	0.1%	0%	0%
Asian	0.2%	0%	0%	0%
American Indian	0.5%	0%	0%	0%
Hawaiian Pacific Islander	0.4%	0%	0%	0%
Two or More	0.3%	0.4%	0%	0%

**PSAT**

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
PSAT Total Score Mean	790	815	815
PSAT Reading/Writing Section Mean	396	413	413
PSAT Math Section Mean	395	402	402

## 17-18 School Improvement Plan - Objectives and Activities

### Goal 1

Need : There is a high number of discipline referrals.

Goal : Design and implement a campus wide plan for discipline management

#### Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	August 2017-June 2018
November Progress Check	<p>Discipline referrals have reduce significantly since the previous school year. Referrals have decreased in all categories including mischief and horseplay, tardies, insubordination, conflict with another student, Profane obscene language, classroom behaviors.</p> <p>The campus participated in a campus wide data dive looking specifically at our Discipline data to check our progress during an October professional development session.</p>
March Progress Check	<p>Discipline referrals continue to be lower than the previous school year. Referrals have decreased in all categories including mischief and horseplay, tardies, insubordination, conflict with another student, Profane obscene language, classroom behaviors.</p> <p>The campus participated in a campus wide data dive looking specifically at our Discipline data to check our progress during an October professional development session.</p> <p>The campus ILT and OT groups will be reviewing data soon to look at future steps around this goal.</p>

June Progress Check	<p>Discipline referrals continue to be lower than the previous school year. Referrals have decreased in all categories including mischief and horseplay, tardies, insubordination, conflict with another student, Profane obscene language, classroom behaviors.</p> <p>The Leadership team participated in a data dive looking specifically at our Discipline data to check our progress up to date.</p> <p>The campus ILT group worked together to think through our next steps and refined the goals for the new school year.</p>
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Activity 1

Activity	Activity 1- Provide, implement, and monitor opportunities for teachers and staff to receive professional development around best practices for classroom management.
Person Responsible	Administrators
Monitoring Measures	Sign in sheet walkthroughs
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	Objective 1. Explore, implement, and communicate security measures that provide safeguards for the learning environment, using the latest technology.

Activity 2

Activity	Activity 2- Utilize campus data to monitor and evaluate discipline referrals and develop appropriate interventions and action steps based on student needs.
Person Responsible	Administrators
Monitoring Measures	Sign in sheet walkthroughs

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	Objective 1. Explore, implement, and communicate security measures that provide safeguards for the learning environment, using the latest technology.

### 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 2**

Need :

There is a significant performance gap between the SPED student population and the "All" student population in all content areas and all grade levels.

Goal :

System Safeguards- Increase special education STAAR performance data in all content areas in all grade levels.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Other
Timeline for Implementation	August 2017-June 2018

November Progress Check	<p>ELA 6th Data Dive  ALL 2016 CDB 1- 64%  ALL 2017 CDB 1- 60%  SPED 2016 CDB 1-34%  SPED 2017 CDB 1-19%</p> <p>7th Math CBD Data dive with teachers  All 2016 CDB 1-64% 2017 CDB 1- 73%  SE 2016 CDB 1- 29% 2017 CDB 1- 52%</p> <p>7th Science CDB Data Dive with teachers  ALL 2016 CDB 1- 66%  ALL 2017 CDB 1- 89%  SPED 2016 CDB 1-42%  SPED 2017 CDB 1-57%</p> <p>7th Reading Data dive  ALL 2016 CDB 1- 75%  ALL 2017 CDB 1- 69%  SPED 2016 CDB 1- 24%  SPED 2017 CDB 1- 32%</p> <p>ELA 8th Data Dive with teachers  ALL 2016 CDB 1- 62%  ALL 2017 CDB 1- 70%  SPED 2016 CDB 1-19%  SPED 2017 CDB 1-34%</p>
March Progress Check	<p>CDB 2 Data update for 8th grade only</p> <p>ELA 8th Data Dive with teachers  ALL 2016 CDB 1- 59%  ALL 2017 CDB 1- 65%  SPED 2016 CDB 1-17%  SPED 2017 CDB 1-18%</p> <p>6th and 7th grade CDB 2 data has not occurred as of yet.</p>

June Progress Check	<p>8th STAAR Reading 2018 All-90% SPED-57%</p> <p>8th STAAR Math 2018 All-83% SPED-56%</p> <p>The Leadership team participated in a data dive looking specifically at our STAAR and CDB data to check our progress up to date.</p> <p>The campus ILT group worked together to think through our next steps and refined the goals for the new school year.</p>
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Activity 1

Activity	Activity 1- Utilize student IEPs to provide appropriate instructional support for special education students.
Person Responsible	Teachers SPED coordinator
Monitoring Measures	Accommodations and modifications on Lesson plans
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Activity 2- Design, implement and monitor professional development around best instructional practices for special education students in order to increase student achievement.
Person Responsible	VPO Secretary Operational team
Monitoring Measures	Sign in sheets Walkthroughs
Title 1 Fund	
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 3

Activity	Activity 3- Evaluate and adjust instructional strategies and collaborative teaching structures through instructional rounds.
Person Responsible	Walkthroughs SPED feedback report
Monitoring Measures	Collaborative pairs SPED coordinator Administrators
Title 1 Fund	
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	
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Activity 4

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

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	

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

**Goal 3**

Need : There is a significant performance gap between the ELL student population and the “All” student population in all content areas and all grade levels.

Goal : Increase English language learners STAAR performance data in all content areas in all grade levels.

Goal Details

Student Groups Impacted	Special Education
Funding Needed	
Timeline for Implementation	August 2017-June 2018

November Progress Check	<p>ELA 6th Data Dive  ALL 2016 CDB 1- 64%  ALL 2017 CDB 1- 60%  EL 2016 CDB 1-34%  EL 2017 CDB 1-19%</p> <p>7th Math CBD Data dive with teachers  All 2016 CDB 1-64% 2017 CDB 1- 52%  EL 2016 CDB 1- 29% 2017 CDB 1- 70%</p> <p>7th Science CDB Data Dive with teachers  ALL 2016 CDB 1- 66%  ALL 2017 CDB 1- 89%  EL 2016 CDB 1-19%  EL 2017 CDB 1-100%</p> <p>7th Reading Data dive  ALL 2016 CDB 1- 75%  ALL 2017 CDB 1- 69%  EL 2016 CDB 1- 37%  EL 2017 CDB 1- 30%</p> <p>ELA 8th Data Dive with teachers  ALL 2016 CDB 1- 62%  ALL 2017 CDB 1- 70%  EL 2016 CDB 1-30%  EL 2017 CDB 1-45%</p>
March Progress Check	<p>ELA 8th Data Dive with teachers only  ALL 2016 CDB 1- 59%  ALL 2017 CDB 1- 65%  EL 2016 CDB 1-29%  EL 2017 CDB 1-63%</p> <p>6th and 7th grade CDB 2 data has not occurred as of yet.</p>



June Progress Check	<p>8th STAAR Reading 2018 All-90% EL-67%</p> <p>8th STAAR Math 2018 All-83% EL-71%</p> <p>The Leadership team participated in a data dive looking specifically at our STAAR and CDB data to check our progress up to date.</p> <p>The campus ILT group worked together to think through our next steps and refined the goals for the new school year.</p>
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### Activity 1

Activity	Activity 1- Design, implement and monitor professional development on high yield strategies for English language learners.
Person Responsible	Administrators ESL coordinator
Monitoring Measures	Sign in sheets Walkthroughs Design plan
Title 1 Fund	
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 2

Activity	Activity 2- Identify and match students with high-impact teachers for English language learners.
Person Responsible	Attendance Secretary Counselor's Secretary Counselors
Monitoring Measures	List of ELL students with teachers Scheduling protocol
Title 1 Fund	
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 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	
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**Goal 4**

Need : System Safeguards: Missed in Reading, Math, Science, and Social Studies.

Goal : System Safeguards- Increase STAAR performance data in 8th grade Social Studies.

**Goal Details**

Student Groups Impacted	Special Education, At Risk, Eco-Dis, ELL, Hispanic
Funding Needed	
Timeline for Implementation	August 2017-May2018
November Progress Check	Monitoring progress through Common assessment data. No CDB information just yet.

<p>March Progress Check</p>	<p>Monitoring progress through Common assessment and CDB data.</p> <p>CDB1 8 Science  ALL 2016-64%  ALL 2017-57%  SPED 2016-20%  SPED 2017-43%  LEP 2016-36%  LEP 2017-32%</p> <p>CDB1 Social Studies 8  ALL 2016-59%  ALL 2017-61%  SPED 2016-30%  SPED 2017-30%  LEP 2016-24%  LEP 2017-22%</p> <p>CDB1 ELA 8  ALL 2016-62%  ALL 2017-70%  SPED 2016-19%  SPED 2017-34%  LEP 2016-30%  LEP 2017-45%</p> <p>CDB2 ELA 8  ALL 2016-76%  ALL 2017-69%  SPED 2016-32%  SPED 2017-29%  LEP 2016-60%  LEP 2017-51%</p> <p>CDB2 Math 8  ALL 2016-63%  ALL 2017-67%  SPED 2016-36%  SPED 2017-47%  LEP 2016-50%  LEP 2017-30%</p>
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	<p>CDB2 Math 8  ALL 2016-57%  ALL 2017-44%  SPED 2016-33%  SPED 2017-21%  LEP 2016-35%  LEP 2017-36%</p>
June Progress Check	<p>8th STAAR Reading  2018  All-90%  SPED-57%  EL-67%</p> <p>8th STAAR Math  2018  All-83%  SPED-56%  EL-71%</p> <p>The Leadership team participated in a data dive looking specifically at our STAAR and CDB data to check our progress up to date.</p> <p>The campus ILT group worked together to think through our next steps and refined the goals for the new school year.</p>

Activity 1

Activity	Provide professional development to all Social Studies teachers around the three high yield ELL strategies.
Person Responsible	Social Studies Teachers Admin ESL coordinator
Monitoring Measures	Assessment data Walk through 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	

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 : Coordinated Health Program: Throughout the school year, we will promote school-wide learning opportunities for all students to be healthy and active for a lifetime.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	August 2017-June 2018
November Progress Check	Work in progress.
March Progress Check	Work in progress.
June Progress Check	The Leadership team participated in a data dive looking at data to check our progress up to date. The campus ILT group worked together to think through our next steps and refined the goals for the new school year.

Activity 1

Activity	Promote school-wide learning opportunities for all students to be healthy and active for a lifetime.
Person Responsible	Admin Coaches
Monitoring Measures	Lessons Event 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	Objective 3. Implement, provide, and maintain instructional facilities that support a safe, healthy, and comfortable learning environment in a growing community.

### Activity 2

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

### Activity 3

Activity	
Person Responsible	

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

#### Activity 4

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

#### Activity 5

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