



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



## SCHOOL IMPROVEMENT PLAN

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# FERNANDEZ ELEMENTARY SCHOOL

## 2017-2018

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# FERNANDEZ ES

## Needs Assessment 2017-2018

### Process

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

March 2017: Leadership & Faculty meeting: Variety of data was collected from across grade levels including but not limited to STAAR data, CDB, RPRI, IRI, sub population data for core content areas and 16-17 SIP plans were reviewed.

Teachers and staff were broken up into vertical teams and reviewed the data, looking for areas of strengths. and areas of concern. Staff reviewed different data to arrive with list. Celebration of areas of strengths. Areas of concerns were examined. Staff also reviewed the SIP plan to identify areas of strength/growth and areas of need (next step). Staff looked for areas where same concerns were listed by different vertical teams. Staff identified the number in frequency when the same/similar concerns were listed. Staff collaboratively identified short list of main areas of need for the campus, discussed and revised quality of current goal and tweaked to propose new goal. They also brainstormed the next step/possible activities to meet our campus needs. Teachers brainstormed, discussed and vetted different activities to address our identified campus needs.

April 2017: Leadership meeting discussed with staff, grade levels and leadership teams to review the data analysis, root cause analysis, and activities brainstorming session. Teams were asked to review and discuss created goals and compare to previous goals. Discussed which needed to be kept or revised.

May 2017: Leadership Team/SIP Meeting: the committed focused on finalizing details on objectives and activities. Principal reviewed and explained the district objective. The annual goals and activities each of each of the objectives were reviewed by the team. These were shared out on the SAT/PIC committee and staff on May 30th, 2017.

August 2017: SIP plan reviewed with entire staff to set stage for the year and goals that need to be achieved.

STAAR Scores 16-17:

MATH: 3rd grade - 83% 4th grade; 4th grade 83%; 5th grade 97%

READING:3rd grade - 90%; 4th grade - 84%; 5th grade - 89%

WRITING: 4th grade 64%

SCIENCE: 5th grade 77%

**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 checked="" type="checkbox"/> Other      TPRI's; IRI's; CDB data	
Findings	Beginning of the Year district and school data will be given to the entire staff for 2017-2018. School will continue to hold teacher and vertical alignment meetings, grade level team planning sessions, data reviews and curriculum update meetings. Data indicated that interventions and guided groups were not effectively targeting at risk and spec ed sub populations to its fullest potential.

<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	Data reviews will continue after each district benchmark test and common assessments will be given at testing grade levels to monitor student growth. Students will be placed into quintiles and teachers will be given an item analysis and breakdown of data rating each item on campus vs. district and which teachers performed strongly on questions. Discussion of teaching techniques and student gaps will be discussed and a plan formulated for re-teaching and reassessing for mastery. Student's will be regrouped according to skills targeted or needs.

<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 checked="" type="checkbox"/> Distribution of leadership and responsibilities	
<input checked="" type="checkbox"/> Decision making structures on the campus	
<input checked="" type="checkbox"/> Teacher input	
<input checked="" type="checkbox"/> Campus goals	
<input checked="" type="checkbox"/> Monitoring of teacher performance; feedback to staff	
<input checked="" type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Master schedule	
<input checked="" type="checkbox"/> Teacher and parent surveys	
<input type="checkbox"/> Other	
Findings	Process in place for 17-18 will continue for entire staff. Faculty meetings, team level planning meetings, vertical planning meetings and committee meetings will continue. Staff will also sign up for committees and clubs to support to support the community sharing responsibility and leadership roles.

<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 checked="" type="checkbox"/> Response to Intervention	

<input checked="" type="checkbox"/> Interventions implementation and effectiveness		
<input checked="" type="checkbox"/> Student identification for increased learning time		
<input checked="" type="checkbox"/> Tutorials		
<input type="checkbox"/> Other		
<table border="1"> <tr> <td style="width: 15%;">Findings</td> <td>Focus on Guided reading and math through integrating Depth &amp; Complexity concepts and utilizing high yield, effective strategies to target at-risk students. Focus will also be on continuing to get to know families and at risk families. Staff will continue to focus on RTI process by having monthly Tier meetings. Checking points will be built into the school year. Tier 3 meetings will continue to include parents and discuss intervention plan and if needed possible next steps.</td> </tr> </table>	Findings	Focus on Guided reading and math through integrating Depth & Complexity concepts and utilizing high yield, effective strategies to target at-risk students. Focus will also be on continuing to get to know families and at risk families. Staff will continue to focus on RTI process by having monthly Tier meetings. Checking points will be built into the school year. Tier 3 meetings will continue to include parents and discuss intervention plan and if needed possible next steps.
Findings	Focus on Guided reading and math through integrating Depth & Complexity concepts and utilizing high yield, effective strategies to target at-risk students. Focus will also be on continuing to get to know families and at risk families. Staff will continue to focus on RTI process by having monthly Tier meetings. Checking points will be built into the school year. Tier 3 meetings will continue to include parents and discuss intervention plan and if needed possible next steps.	

<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 checked="" type="checkbox"/> Family and community activities	
<input checked="" type="checkbox"/> Family and community input	
<input checked="" type="checkbox"/> Family and community services	
<input checked="" type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	
Findings	Fernandez community and parental involvement has declined in past and this past year has stabilized a slightly. This year the campus will implement new activities to increase parental involvement such as "Caught you Reading", family academic night and parent information sessions. For the 17-18 school year Fernandez will continue with the new activities and include more parent surveys/feedback to get feedback about events, times offered etc.

<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 checked="" type="checkbox"/> Teacher surveys	
<input checked="" type="checkbox"/> Parent surveys	
<input type="checkbox"/> Student surveys or panels	
<input checked="" type="checkbox"/> Discipline	
<input checked="" type="checkbox"/> Student attendance	
<input checked="" type="checkbox"/> Extra-curricular activities and clubs	

<input type="checkbox"/> Other	
Findings	17-18 school year will continue to work on school wide discipline. Campus has been accepted into the PBIS program will work to establish procedures and identify common areas where discipline occurs in high frequency. Activities will focus on establishing plans to develop a common language, class meetings, advisory meetings and social groups/clubs to support students. For 17-18 school year a focus will occur to focus on clubs and extra curricular activities to support student interest.

<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 checked="" type="checkbox"/> Teacher attendance	
<input checked="" type="checkbox"/> Teacher experience and years on campus	
<input type="checkbox"/> Class size	
<input checked="" type="checkbox"/> Staff retention rates	
<input checked="" type="checkbox"/> Alignment of curriculum, instruction, assessment	
<input checked="" type="checkbox"/> Alignment of CDB scores and STAAR results	
<input checked="" type="checkbox"/> Effectiveness of planning and collaboration	
<input checked="" type="checkbox"/> Professional development experiences and requests	
<input type="checkbox"/> Other	
Findings	Teacher attendance continues to be monitored by administration. Teachers are given the 10 day letter, provided by the district. ALL staff will continue to participate in high quality staff development which focusses on PLC's, Student engagement, Depth and Complexity, Guided Reading and Math while focusing on at-risk and spec ed sub population.

**Priority Needs**

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

Priority Need 1

Target Instruction does not occur on a daily basis
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 4 Increased Learning Time CSF 7 Teacher Quality

Priority Need 2

At Risk students do not receive ongoing interventions on a daily basis
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CSF 1 Academic Performance  
CSF 2 Use of Quality Data to Drive Instruction  
CSF 4 Increased Learning Time  
CSF 5 Family and Community Engagement  
CSF 7 Teacher Quality

Priority Need 3

Teachers are unsure of how to adapt with changing demographics and behavior of students.

CSF 2 Use of Quality Data to Drive Instruction  
CSF 3 Leadership Effectiveness  
CSF 5 Family and Community Engagement  
CSF 6 School Climate  
CSF 7 Teacher Quality

Campus: FERNANDEZ 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	Chaisleigh Southworth	
Parent Community Representative	Courtney Munoz	
Staff Representative	Ashley Pena	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Claudia Colunga	Administrator
Randee Storts	Staff Member
Elizabeth Holguin	Staff Member
Lamar Elliott	Parent
Jennifer Kerr	Staff Member
Lori Ramirez	Staff Member
Ryan Munoz	Parent
Ashley Tenburg	Staff Member



**CAMPUS: FERNANDEZ 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		Team Building; District and Campus Data Review - Introduction of New Year. Handbook updates, discipline updates, new curriculum updates, data analysis. Specialists - Off Campus PM; Team Planning for Classroom Teachers	Curriculum	All Staff	All	Title I,Local	6
08/22/2017		AM Session: TTESS Refresher; Convocation (10:30am) PM Session: Counselor BOY information, RTI, Tier 3; Team Planning	Instruction	All Staff	All	Title I,Title III,State Compensatory,Local	6
08/23/2017		AM Session: PLC Foundations; Review Mission & Vision; Review SIP Plan and how it impacts grade level; Teacher Access Center (TAC/Gradebook); Curriculum Updates (Tech, Reading, Math, RTI)	Curriculum	Classroom Teachers	All	Title I,Local	6

10/09/2017		Staff PD -PLC Training; Staff Grade Level TEKS alignment and Curriculum planning/Data Analysis/Review	Instruction	Classroom Teachers	All	Title I,Local	6
11/20/2017	08/14/2017	Fernandez Retreat Day 1: Team Building; Focus on purpose for the year - Academic/SIP plan; Depth & Complexity focus (Language of Discipline; Big Idea)	Instruction	All Staff	ALL	Title I,Local	6
11/21/2017	08/15/2017	Fernandez Retreat Day 2: Team Building Activities; Dan St Romain (Mixed Messages)	Classroom Management	All Staff	ALL	Title I	6
02/19/2018		Staff PD - PLC training follow up; Meeting with administration to discuss sub populations; student growth; data review and curriculum; Curriculum Planning/Data Analysis	Curriculum	Classroom Teachers/ All Staff	All	Title I	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	88%	55%	90%	74%	76%	88%	53%	29%	90%
African-American	93%	93%	95%	62%	72%	100%	100%	40%	100%
Hispanic	86%	52%	89%	70%	74%	86%	51%	28%	89%
White	93%	56%	95%	84%	86%	96%	53%	33%	98%
Economically Disadvantaged	85%	51%	87%	66%	68%	84%	45%	25%	87%
Special Education	48%	21%	49%	44%	48%	58%	21%	8%	60%
At-Risk	68%	35%	70%	58%	58%	69%	26%	12%	71%
Limited English Proficient	83%	50%	85%	62%	63%	86%	71%	36%	88%
Asian	91%	45%	91%	89%	78%	91%	73%	36%	92%
American Indian	N/A	N/A	N/A	73%	58%	N/A	N/A	N/A	58%
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	71%	0%	0%	0%	71%
Two or More	100%	100%	100%	80%	87%	100%	67%	17%	87%

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	77%	40%	80%	64%	62%	64%	31%	10%	69%
African-American	N/A	N/A	N/A	53%	56%	67%	67%	33%	69%
Hispanic	74%	36%	75%	60%	59%	67%	30%	8%	70%
White	84%	53%	85%	72%	73%	60%	30%	20%	67%
Economically Disadvantaged	73%	33%	75%	56%	52%	62%	21%	7%	69%

Special Education	13%	13%	32%	33%	32%	50%	25%	0%	53%
At-Risk	55%	21%	56%	44%	37%	50%	19%	0%	54%
Limited English Proficient	80%	60%	80%	54%	49%	67%	67%	0%	70%
Asian	83%	50%	85%	85%	72%	0%	0%	0%	80%
American Indian	N/A	N/A	N/A	61%	71%	N/A	N/A	N/A	61%
Hawaiian Pacific Islander	N/A	N/A	N/A	67%	50%	0%	0%	0%	50%
Two or More	67%	33%	80%	70%	76%	N/A	N/A	N/A	76%

### 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	90%	61%	94%	79%	80%	88%	58%	30%	90%
African-American	100%	71%	100%	66%	72%	100%	80%	0%	90%
Hispanic	88%	58%	90%	77%	78%	86%	55%	27%	89%
White	93%	68%	95%	87%	88%	96%	69%	47%	98%
Economically Disadvantaged	90%	57%	92%	73%	73%	86%	55%	29%	88%
Special Education	62%	29%	65%	53%	56%	88%	33%	8%	90%
At-Risk	80%	33%	82%	67%	65%	73%	31%	14%	75%
Limited English Proficient	94%	56%	94%	73%	72%	86%	50%	36%	88%
Asian	100%	55%	100%	94%	86%	82%	64%	45%	84%
American Indian	N/A	N/A	N/A	78%	77%	N/A	N/A	N/A	77%
Hawaiian Pacific Islander	N/A	N/A	N/A	80%	78%	100%	0%	0%	78%
Two or More	100%	50%	100%	82%	89%	83%	67%	0%	84%

### 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	81%	39%	83%	73%	76%	77%	39%	16%	80%
African-American	56%	33%	69%	59%	68%	N/A	N/A	N/A	68%
Hispanic	81%	37%	82%	68%	73%	70%	34%	11%	73%
White	88%	42%	89%	84%	87%	89%	44%	17%	90%
Economically Disadvantaged	75%	37%	75%	65%	67%	75%	31%	8%	76%
Special Education	47%	24%	49%	44%	46%	42%	8%	8%	45%
At-Risk	65%	22%	66%	56%	59%	59%	16%	14%	62%
Limited English Proficient	67%	0%	70%	57%	58%	100%	50%	0%	90%
Asian	100%	50%	100%	89%	75%	100%	60%	40%	100%
American Indian	N/A	N/A	N/A	73%	60%	N/A	N/A	N/A	60%
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	93%	N/A	N/A	N/A	93%
Two or More	100%	100%	100%	81%	86%	100%	67%	67%	100%

## ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	95.6%	95.8%
African-American	95.4%	95.8%	96.4%	96.6%
Hispanic	95.6%	95%	95.6%	95.8%
White	96%	95.8%	95.2%	95.4%
Economically Disadvantaged	95.4%	94.4%	94.9%	95.1%
Special Education	94.5%	93.9%	93.4%	93.6%
Limited English Proficient	96.4%	95.8%	97.2%	97.4%
Asian	97.8%	96.8%	97.1%	97.3%
American Indian	95.3%	95.2%	94%	94.2%
Hawaiian Pacific Islander	95.5%	96.1%	97.8%	98%
Two or More	95.9%	96%	95.7%	95.9%

## RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	1.79%	0.98%
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## 17-18 School Improvement Plan - Objectives and Activities

### Goal 1

Need : Target Instruction does not occur on a daily basis

Goal : 100% of teachers will utilize targeted instruction daily.

### Goal Details

Student Groups Impacted	All Students, Special Education, At Risk
Funding Needed	Local, Title III, State Compensatory
Timeline for Implementation	PD will start at retreat and first of school in service. Implementation will start in September and check points will occur throughout the year to ensure continued implementation.

November Progress Check	<ul style="list-style-type: none"> <li>- Teams of teachers completed a summer book study that was launched at the beginning of the school year. Two different teams focusing on guided reading/vocabulary and Guided math implementation. Implementation/rollout of PD started in August and continue through to the spring. Teachers are held accountable by having "homework" and bringing it to share out the following time. This started in Aug. and has been successful in seeing implementation in the classroom.</li> <li>- Learning walks are in still in progress. Groups of teachers have visited other classrooms vertically to view instruction and peers. This includes those new the campus, new teacher and new to the grade level teachers.</li> <li>- Mentor texts integrated with editing across curriculum areas at the moment been implemented primarily in one grade level. Some other indpt c/rooms are experimenting.</li> <li>- Depth and Complexity introduced (2 icons) through PD. Went in depth. Teachers in process of implementation. Review and refine expected in January. Teachers implementing at various levels throughout classrooms.</li> <li>- Lead4ward PD/meeting to review frequently missed vocab words across content areas (science, writing, reading, math) Teachers taught different strategies to review vocab in classroom. Noticed some implementation - will continue to monitor.</li> </ul>
March Progress Check	<ul style="list-style-type: none"> <li>- Learning Walks occurred to focus on Reading and Writing skills</li> <li>- Vertical Alignment of Writing and Science TEKS</li> <li>- PD focused on CFA's to provide feedback to T's about targeted instruction</li> <li>- Walkthroughs documenting small group guided reading and math.</li> <li>- Implementation of PLC and books study PD - evidence through walk throughs informal and formal.</li> </ul>
June Progress Check	<ul style="list-style-type: none"> <li>- Learning Walks continued for Reading</li> <li>- Vertical Alignment activities/PD occurred for Reading and Science</li> <li>- PD for PLC's provided focus on PLC's / Implementation of PLC PD evidenced through Walkthroughs</li> <li>-</li> </ul>

#### Activity 1

Activity	Reading Workshop and Math Workshop will continue. All teachers will incorporate/ implement guided reading and guided math in all classrooms K-5.
Person Responsible	All Classroom Teachers, Specialists
Monitoring Measures	Walkthroughs
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 5, SWC 8, SWC 9
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	Conduct learning walks during guided reading and guided math times. At least 2 per year.
Person Responsible	Classroom Teachers, Specialists
Monitoring Measures	Completed learning walk document; changes in practices from seeing good models through walkthroughs
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 4, SWC 5, SWC 8, SWC 9
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 3

Activity	Introduce and Implement 2 Depth & Complexity icons (Language of the Discipline & Big Idea)  Using D&C Q-cards, staff will take apart and create quality questions for all grade levels (appropriate for their grade level) and content areas.
Person Responsible	All Classroom Teachers; Specialists
Monitoring Measures	Documentation of implementation in walkthroughs and sign in sheets from PD provided
Title 1 Fund	Yes

Title 1 Campuses	SWC 3, SWC 4, SWC 8, SWC 9, SWC 10
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	Teachers (K-5) will model a testing format, using authentic text across content areas, teachers will integrate revising and editing skills for student practice.
Person Responsible	Teachers, specialists
Monitoring Measures	Walkthroughs; samples
Title 1 Fund	Yes
Title 1 Campuses	SWC 3, SWC 4, SWC 8, SWC 9
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 5

Activity	Using the LeadForward Academy Vocabulary students will have the opportunity to be exposed to differentiated instructional practices on a daily basis.
Person Responsible	Teacher; Science Facilitator; Specialists
Monitoring Measures	Walkthroughs; Powerpoints; Videos; Vocabulary Focus Book

Title 1 Fund	Yes
Title 1 Campuses	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	

**Goal 2**

Need : At Risk students do not receive ongoing interventions on a daily basis

Goal : At risk students will receive interventions with fidelity

**Goal Details**

Student Groups Impacted	All Students
Funding Needed	Local, Title III, State Compensatory
Timeline for Implementation	Throughout the year with initial training starting in the summer and August timeframe.
November Progress Check	Day Tutors started pulling at-risk students in October Academic Specialists started interventions Sept/Oct. Tier II meetings started in September to meet to discussion interventions and progress check students Tier III mtgs happen weekly as needs arise 1st and 2nd grade meetings occurred once for the 9 weeks. Will continue to implement tracking forms created at campus level.

March Progress Check	<p>After CDB's Day Tutors list of students were adjusted to ensure correct at-risk needs were being met.</p> <p>Academic Specialists realigned students needs based of CDB data in January and CFA's.</p> <p>Tier II meetings occur a minimum of once a month.</p> <p>Tier III meetings occur weekly or as student needs arise.</p> <p>1st and 2nd grade level meetings occurred twice for the past 9 weeks.</p> <p>After school tutoring started K-5th to focus on at-risk students and close skills needed.</p>
June Progress Check	<p>After CFA's Day Tutors list of students were adjusted to ensure correct at-risk needs were being met.</p> <p>Academic Specialists realigned students needs based of CFA's.</p> <p>Tier II meetings occur a minimum of once a month.</p> <p>Tier III meetings occur weekly or as student needs arise.</p> <p>1st and 2nd grade level meetings to monitor student growth and monitor potential placement/retention stds.</p> <p>After school tutoring started K-5th to focus on at-risk students and close skills needed.</p>

### Activity 1

Activity	Hold monitoring meetings with 1st and 2nd grade teachers 1x per month to monitor growth with students
Person Responsible	Administration; Specialists; Classroom Teachers
Monitoring Measures	Participation, Discussion & Meeting with administration (sign in sheets) walkthroughs documenting student needs are being addressed from meetings.
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, 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 2

Activity	Review RTI data every 3 weeks with all K-5 teachers
Person Responsible	Classroom Teachers; Specialists; Administration

Monitoring Measures	Documentation in RTI log and summary notes; Progress monitoring information documented in RTI
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 9
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 3

Activity	At risk students receive Day Tutor & Academic Specialists as intervention to support and close student achievement gaps.
Person Responsible	Math & Reading Specialists/ day tutors
Monitoring Measures	CDB data, tracking forms, RTI
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, 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	

### Activity 4

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	

**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 : Teachers are unsure of how to adapt with changing demographics and behavior of students.

Goal : Reduce behavior infractions by 10%

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, State Compensatory
Timeline for Implementation	PD will begin in August; Start of PBIS program will start to form in August/September.
November Progress Check	PBIS sessions have started; team is formed and beginning PD sessions have started. Team will continue to formulate plans and prepare for potential roll out in spring. Expectations and reward system have still in progress and will be worked on more in the spring.
March Progress Check	PBIS main team has created rubric for the first 1-2 common areas they plan to roll out next year, acronym has been create. PBIS team presented PD to staff with ideas, gained feedback from staff, made adjustments and represented to staff again for voting which passed 100%. Ideas for rewards and monetary/currency system is starting to be worked on next.
June Progress Check	PBIS team prepared to role out at beginning of next year. Team presented to staff more details of the matrixes and gained feedback. Planned for role out at Retreat days in 2018 Also looked for rewards and incentives for students and teachers.

Activity 1

Activity	Establish PBIS Committee
Person Responsible	PBIS Team; Classroom teachers; Specialists
Monitoring Measures	Sign in sheet/Attendance at PBIS meetings and teams meetings
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 7

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	Develop and implement campus wide expectations for student behavior in 1 of the common areas.
Person Responsible	PBIS Team; Admin; Classroom Teachers; Specialists
Monitoring Measures	Use of Common Language; Decrease in office referrals and behavior infractions.
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 7
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 3

Activity	Develop and implement campus wide student reward system.
Person Responsible	PBIS Committee; Admin; Specialists; Classroom teachers
Monitoring Measures	Decrease in office referrals and behavior infractions.
Title 1 Fund	Yes



Title 1 Campuses	SWC 2, SWC 6, SWC 7
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 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 : Promote city wide fitness and community health opportunities.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Title III, State Compensatory
Timeline for Implementation	Beginning August through Spring
November Progress Check	Walk A Paw/Adventure dash event was completed. School is also participating in Mayors Fitness challenge and representing our campus. Preparations are being worked out for bike rodeo, field day, Go Challenge
March Progress Check	Continued work on the Mayor's Fitness Challenge Started after school Fit Club where over 100 students participate. Bike Rodeo event completed Heros for Health - members of the community were invited and spoke at the event.
June Progress Check	Completed Mayor's Fitness Challenge Fit Club had over 100 students complete with 90% attendance rate. Field Day was held with 100% student participation and large parent support.

Activity 1

Activity	Promote student participation in vigorous physical activity outside of physical education lesson through promoting "Go Challenge."
Person Responsible	PE Coach
Monitoring Measures	Fitness Log, fitness progress tracking
Title 1 Fund	Yes
Title 1 Campuses	SWC 10
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	Promote student participate in vigorous physical activity outside of physical education lesson through students participating in "Walk-a-paw", Bike Rodeo and Field Day events.
Person Responsible	PE Coach, Teachers, PTA
Monitoring Measures	Sign In sheet, Pledge forms
Title 1 Fund	Yes
Title 1 Campuses	SWC 10
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	
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	