



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



## SCHOOL IMPROVEMENT PLAN

### FIELDS ELEMENTARY SCHOOL 2017-2018

## FIELDS ES

### Needs Assessment 2017-2018

#### Process

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

On April 12, 2017, The Operational Leadership Team met to discuss Priority Need 4, Leadership Effectiveness and determined that it would be more effective to create one leadership team for the upcoming school year instead of using the two team model. The leadership team would be made up of a team leader from each grade level team, plus the specialist team and the special education team. We would add one team leader, from Early Childhood, the Science and Social Studies facilitators, the Language Support Teacher, Literacy Specialist, and the Math Support Teacher. The leadership team will meet every other Monday. The team also discussed the creation of committees to facilitate school events.

On April 19, 2017, the two Leadership teams (Operational Leadership Team and Instructional Leadership Team) met to discuss the 5 priorities from the 2016-2017 school improvement plan. The teams decided to create a Root Cause Analysis for Priority Need 1, to improve instruction and student performance in all student groups through the use of Guided Reading, Writers Workshop, Guided Math & targeted small group instruction in all content areas. The discussion included some details about Theory vs Application, the need for more staff development with Hands on pieces, Make and Take and Modeling. The use of Learning Walks were discussed as an opportunity to improve practice as we develop a common language/expectations for Fields Elementary.

On May 5, 2017, the two Leadership teams met to create a Root Cause Analysis for Priority Need 5, to discuss flexible intervention and target instruction groups. The discussion included details about how students are added to groups and attend additional groups based on assessment data and recommendations from eRTI meetings. Some suggestions for improvement that were determined through the process were: providing morning tutoring from 7:10-7:40, opening both computer labs open, and finding daytime tutors since many of our students are unable to attend after-school tutoring due to transportation issues. Other suggestions made were: use assessments to determine change of interventions when they are not working for students, utilizing all staff for morning interventions, use staff development time to explore what intervention materials and programs are available, use interventions with fidelity, discuss progress checks and who is accountable at the beginning of the school year and provide more and better communication between staff and specialists.

On May 17, 2017, the two Leadership teams met to create a Root Cause Analysis for Priority Need 3, to discuss strategies to improve our overall student attendance percentages. The discussion included details about utilizing different incentives to excited students. Some examples were k-2 reptile adventure and 3-5 baseball game. Other suggestions included the use of Water Day. Teacher attendance was also discussed and one suggestion for a teacher incentive included a Teacher certificate for perfect attendance that awarded the teacher No duty the following year.

On July 27, 2017, the Data Day group (Ramos, Rodriguez, Banda, Raven, Menchaca, and Harris) met to review the final STAAR scores and adjust the needs assessment information with this additional data. The team made adjustments to the needs assessments, set the final priority needs and adjusted the goals and activities.

**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 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 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>Improve instruction and student performance in all student groups through the use of Guided Reading, Writers Workshop, Guided Math, &amp; targeted small group instruction in all content areas. Use these structures with fidelity in all grade levels.</p> <p>Improve STAAR performance levels in 3rd-5th grade in all STAAR tested areas for all students and all accountable subgroups(Hispanic, White, Economically Disadvantaged, Special Education, migrant, LEP, and ESL students).</p>

<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	Improve attendance rates for all students and identify students who are frequently absent.

<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 type="checkbox"/> Master schedule	
<input type="checkbox"/> Teacher and parent surveys	
<input type="checkbox"/> Other	
Findings	Use PLC model to lead the use of common assessment to enhance academic instruction, develop enrichment and intervention strategies in the classroom and improve learning outcomes.

<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	
Findings	<p>Intervention and target instruction groups are a variety of teacher-led, second teacher (special education teacher or academic specialist, or other classroom teacher) and computer based programs monitored by the classroom teacher.</p> <p>Reading, writing, math, and science before, during and after school tutoring groups and morning intervention groups are based on skill levels assessed by the classroom teacher with formal and informal assessments.</p> <p>All intervention and target instruction groups are flexible. Students are added to groups, change groups, and attend additional groups based on assessment data and recommendations from eRTI meetings.</p>

<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 type="checkbox"/> Family and community services	
<input checked="" type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	
Findings	<p>Family and community activities are communicated through newsletters, a Fields Elementary Facebook, twitter, and webpage, A Fields Elementary PTA Facebook and webpage, and through a school and PTA Remind account.</p> <p>The Field Elementary PTA board is made up of parents and teachers. The parents are actively involved in developing family and community activities in addition to the school family events created by the Leadership Teams.</p>

<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	Teachers and staff surveys indicate that the climate is positive and currently meets their needs.  Parent surveys indicate similar results, with a concern noted that behavior on the bus can be an issue.

<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 type="checkbox"/> Alignment of curriculum, instruction, assessment	
<input type="checkbox"/> Alignment of CDB scores and STAAR results	
<input checked="" type="checkbox"/> Effectiveness of planning and collaboration	
<input checked="" type="checkbox"/> Professional development experiences and requests	
<input type="checkbox"/> Other	
Findings	Teacher planning takes place weekly among grade level teams. All teams will meet in the summer for 3 - 6 hours of additional planning.  The leadership team requested additional staff development and additional support in the areas of Guided Reading, Writers Workshop and Guided Math.

**Priority Needs**

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

Priority Need 1

Improve instruction and student performance in all student groups through the use of Guided Reading, Writers Workshop, Guided Math, & targeted small group instruction in all content areas. Use the strategies with fidelity.
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction

Priority Need 2

Improve STAAR performance levels in 3rd-5th grade in all STAAR tested areas for all students and all accountable subgroups(Hispanic, White, Economically Disadvantaged, Special Education, migrant, LEP, and ESL students).
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction

Priority Need 3

Improve attendance rates for all students and identify students who are frequently absent.

CSF 2 Use of Quality Data to Drive Instruction

Priority Need 4

Use PLC model to lead the use of common assessment to enhance academic instruction, develop enrichment and intervention strategies in the classroom and improve learning outcomes.

CSF 3 Leadership Effectiveness

CSF 6 School Climate

CSF 7 Teacher Quality

Priority Need 5

All intervention and enrichment groups receive target instruction in flexible groups. Students are added to groups, change groups, and attend additional groups based on assessment data and recommendations from eRTI meetings.

CSF 4 Increased Learning Time

**Campus: FIELDS ES**

**School Improvement Plan Signatures**

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

**Date of SAT Meeting: 05/04/2017**

<b>SAT Member</b>	<b>Name</b>	<b>Signature</b>
Principal	P. Daeon Harris	
Parent Community Representative	Jennifer Marg	
Staff Representative	Traci Page	

**LIST SAT MEMBERS IN THE BLANKS BELOW**

<b>FULL NAME</b>	<b>POSITION</b>
P. Daeon Harris	Principal
Zyanya Wilke	Staff Member
Traci Page	Staff Member
Elma Gloria	Staff Member
Jessica Allen	Staff Member
Jennifer Marg	Parent
Iris Beca	Parent
Louis Avina	Parent
Tommy Van Vacter	Parent
Amanda Marin	Parent
Tamika Ceasar	Parent
Marisa Pena	Central Office Representative



**CAMPUS: FIELDS 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		Handbook, Policies and Procedures, Data Analysis, and Writer's Workshop and Guided Reading Strategies	Curriculum	All Teachers	All Students	Local, \$100	6
08/22/2017		Convocation, Establishing a Quality PLC Foundation, Guided Math and Guided Reading planning with Specialists	Instruction	All Teachers	All Students	Local, \$100	6
08/23/2017		Guided Math Instruction, School-wide Discipline, T-TESS and Goal Setting	Instruction	All Teachers	All Students	Local, \$100	6
10/09/2017		District-wide Staff Development Session, Words Their Way, Part 2, Writer's Workshop Strategies	Instruction	All Teachers	All Students	none	6
11/20/2017	08/14/2017	Team Building, Words Their Way, Teacher Access Center, and Team Planning	Collaboration	All Teachers	All Students	Local, \$50	6

11/21/2017	08/15/2017	School Improvement Review and Planning for the New Year / Professional Communication, Nature & Needs of Gifted Children, and Using Data Bases	Assessment	All Teachers	All Students	Local, \$100	6
02/19/2018		Differentiated Instruction / Student Engagement / Guided Math and Guided Reading Make and Take	Instruction	All Teachers	All Students	Local, \$100	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	N/A	N/A	83%	74%	76%	80%	50%	33%	84%
African-American	N/A	N/A	81%	62%	72%	75%	50%	30%	79%
Hispanic	N/A	N/A	82%	70%	74%	79%	46%	29%	83%
White	N/A	N/A	89%	84%	86%	81%	56%	47%	84%
Economically Disadvantaged	N/A	N/A	79%	66%	68%	79%	41%	26%	83%
Special Education	N/A	N/A	50%	44%	48%	38%	15%	8%	50%
At-Risk	N/A	N/A	63%	58%	58%	67%	28%	13%	71%
Limited English Proficient	N/A	N/A	63%	62%	63%	77%	40%	21%	81%
Asian	N/A	N/A	86%	89%	78%	94%	63%	31%	95%
American Indian	N/A	N/A	N/A	73%	58%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	71%	50%	0%	0%	75%
Two or More	N/A	N/A	86%	80%	87%	92%	58%	33%	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	N/A	N/A	74%	64%	62%	64%	42%	15%	68%
African-American	N/A	N/A	69%	53%	56%	63%	25%	13%	67%
Hispanic	N/A	N/A	73%	60%	59%	59%	39%	18%	63%
White	N/A	N/A	78%	72%	73%	83%	62%	10%	87%
Economically Disadvantaged	N/A	N/A	68%	56%	52%	57%	38%	9%	61%

Special Education	N/A	N/A	50%	33%	32%	17%	6%	6%	50%
At-Risk	N/A	N/A	63%	44%	37%	40%	19%	2%	44%
Limited English Proficient	N/A	N/A	66%	54%	49%	50%	42%	8%	54%
Asian	N/A	N/A	N/A	85%	72%	50%	25%	0%	54%
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	N/A	N/A	86%	70%	76%	40%	0%	0%	44%

**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	N/A	N/A	84%	79%	80%	83%	53%	26%	87%
African-American	N/A	N/A	81%	66%	72%	65%	45%	20%	59%
Hispanic	N/A	N/A	83%	77%	78%	81%	46%	20%	85%
White	N/A	N/A	89%	87%	88%	91%	66%	39%	94%
Economically Disadvantaged	N/A	N/A	78%	73%	73%	82%	46%	18%	85%
Special Education	N/A	N/A	60%	53%	56%	60%	18%	8%	64%
At-Risk	N/A	N/A	73%	67%	65%	69%	30%	13%	73%
Limited English Proficient	N/A	N/A	78%	73%	72%	86%	47%	21%	90%
Asian	N/A	N/A	86%	94%	86%	88%	69%	25%	92%
American Indian	N/A	N/A	N/A	78%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	80%	78%	50%	50%	0%	54%
Two or More	N/A	N/A	86%	82%	89%	100%	75%	58%	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	N/A	N/A	79%	73%	76%	73%	34%	17%	77%
African-American	N/A	N/A	73%	59%	68%	50%	0%	0%	54%
Hispanic	N/A	N/A	80%	68%	73%	70%	30%	12%	74%
White	N/A	N/A	82%	84%	87%	79%	42%	21%	83%
Economically Disadvantaged	N/A	N/A	80%	65%	67%	67%	27%	9%	71%
Special Education	N/A	N/A	50%	44%	46%	64%	18%	9%	68%
At-Risk	N/A	N/A	60%	56%	59%	62%	17%	7%	66%
Limited English Proficient	N/A	N/A	60%	57%	58%	78%	22%	11%	82%
Asian	N/A	N/A	N/A	89%	75%	75%	25%	0%	79%
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%	0%	0%	0%	N/A
Two or More	N/A	N/A	72%	81%	86%	100%	67%	67%	90%

## ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	95.7%	96%
African-American	95.4%	95.8%	96.4%	96.5%
Hispanic	95.6%	95%	95.5%	95.6%
White	96%	95.8%	96%	96%
Economically Disadvantaged	95.4%	94.4%	95.1%	95.5%
Special Education	94.5%	93.9%	95.4%	95.5%
Limited English Proficient	96.4%	95.8%	95.2%	96%
Asian	97.8%	96.8%	96.8%	97%
American Indian	95.3%	95.2%	96.6%	96%
Hawaiian Pacific Islander	95.5%	96.1%	97.2%	97%
Two or More	95.9%	96%	96.3%	96.5%

## RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	0.93%	0.9%
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## 17-18 School Improvement Plan - Objectives and Activities

### Goal 1

**Need :** Improve instruction and student performance in all student groups through the use of Guided Reading, Writers Workshop, Guided Math, & targeted small group instruction in all content areas. Use the strategies with fidelity.

**Goal :** Students PK - 5th grade will improve their performance in Reading, Writing, and Math with a minimum of 3% improvement as assessed with IRIs, TPRIs, local assessments and CDBs in 36 weeks.

### Goal Details

Student Groups Impacted	All Students, African American, Asian, Special Education, At Risk, Eco-Dis, White, Hawaiian Pacific Islander, ELL, Migrant, Hispanic, 2 or More, American Indian, Homeless
Funding Needed	Local, Title III
Timeline for Implementation	August 21, 2017 - June 7, 2017
November Progress Check	Administrators reviewed the IRI and TPRI data sheets for 1st - 5th grades as a baseline for the school year. Administrators reviewed lesson plans for K - 5th grades. Administrators and the Literacy Specialist reviewed BOY writing samples for K - 5th grade students as a baseline for the school year. The Math Support Teacher lead grade level teams in planning for common assessments. Administrators collected a BOY Parent Survey and reviewed it with the staff and reviewed parent sign-in sheets for parent and community involvement activities.
March Progress Check	Administrators reviewed the IRI and TPRI data sheets for 1st - 5th grades to review student progress. Administrators reviewed lesson plans for K - 5th grades. Administrators and the Literacy Specialist reviewed MOY writing samples for K - 5th grade students as a baseline for the school year. The Math Support Teacher lead grade level teams in planning for common assessments. Administrators collected a MOY Teacher Survey and reviewed it with the staff feedback on parent and community involvement activities.

June Progress Check	<p>Administrators reviewed the IRI and TPRI data sheets for 1st - 5th grades to review student progress.</p> <p>Administrators reviewed lesson plans for K - 5th grades.</p> <p>Administrators and the Literacy Specialist reviewed EOY writing samples for K - 5th grade students as a baseline for the school year.</p> <p>The Math Support Teacher lead grade level teams in planning for common assessments.</p>
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### Activity 1

Activity	Implement Guided Reading structures during reading lessons, to provide focused instruction, while other students work on literacy stations and literature circles, have fluency practice opportunities, poetry, choral reading, repeated reading, paired reading, and reader's theater, when appropriate.
Person Responsible	Classroom teachers, Reading Specialist, Language Support Teacher, Admisintrators
Monitoring Measures	IRI and TPRI data sheets, CDBs, running records and common assessment data
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	Execute Writers Workshop structures school wide, with a focus on third grade, with fidelity and accountability, particularly in 3rd grade, to increase grade level writing performance in PK - 5th grades as measured by campus rubrics by 3% points in 36 weeks.
Person Responsible	classroom teachers, Reading Specialist, Language Support Teacher, Administrators
Monitoring Measures	lesson plans, writing rubric assessments, notebook checks each 9 weeks, data collection of BOY, MOY and EOY writing sample for each student
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	Implement Guided Math structures at all grade levels, to provide remediation to students who are at-risk of math failure and to provide enrichment to students who are performing above grade level in math concepts.
Person Responsible	classroom teachers, Math Support Teacher, Administrators
Monitoring Measures	math notebooks, CDBs and local assessment data 9 week reviews
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 3. Implement systems to promote the development of student leadership, critical thinking, and self-management skills.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 4

Activity	Improve parent and community involvement at school-wide Academic Events by utilizing communication tools (school and teacher newsletter, website, Facebook, Twitter and school messenger) for each event.
Person Responsible	Administrators, Academic Specialists, classroom teachers
Monitoring Measures	parent sign in sheets, parent surveys

Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	Objective 3. Establish and expand initiatives that promote effective community relations and meaningful two-way communication with all stakeholders.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

**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 : Improve STAAR performance levels in 3rd-5th grade in all STAAR tested areas for all students and all accountable subgroups(Hispanic, White, Economically Disadvantaged, Special Education, migrant, LEP, and ESL students).

Goal : System Safeguards: Improve student performance in all STAAR tested areas by a minimum of 3% in reading and math, 4% in science, and 5% in writing in grades 3-5 as indicated by 2018 STAAR scores of under- performing subgroups(Hispanic, Eco Dis., Special Ed., migrant, ESL & LEP) in 36 weeks.

Goal Details

Student Groups Impacted	All Students, African American, Asian, Special Education, At Risk, Eco-Dis, White, Hawaiian Pacific Islander, ELL, Migrant, Hispanic, 2 or More, American Indian, Homeless
Funding Needed	Local
Timeline for Implementation	August 21, 2017 to June 7, 2018
November Progress Check	Administrators and Literacy Support Teacher have reviewed the IRI and TPRI data for 1st - 5th grade students. Administrators, Math Support Teacher and Literacy Support Teacher have scheduled 9 week planning meetings with all grade level teachers. Administrators reviewed of writing and science notebooks/journals for K - 5th grade students during walk-throughs and have reviewed BOY writing samples for all students. Administration has reviewed the science lab and computer lab schedules.
March Progress Check	Administrators and Literacy Support Teacher have reviewed the IRI and TPRI data for 1st - 5th grade students. Administrators, Math Support Teacher and Literacy Support Teacher attended 9 week planning meetings with all grade level teachers. Administrators reviewed writing and math notebooks/journals for K - 5th grade students during walk-throughs and reviewed MOY writing samples for all students. Administration has reviewed the science lab and computer lab schedules.
June Progress Check	Administrators and Literacy Support Teacher have reviewed the IRI and TPRI data for 1st - 5th grade students. Administrators, Math Support Teacher and Literacy Support Teacher have scheduled 9 week planning meetings with all grade level teachers. Administrators reviewed science and math notebooks/journals for K - 5th grade students during walk-throughs and reviewed EOY writing samples for all students. Administration has reviewed the science lab and computer lab schedules and provided team leaders with feedback.

Activity 1

Activity	Improve the number of students reading on or above grade level through leveled literacy interventions and enrichments during the school-wide Morning Intervention/Enrichment Block (Open Court, Guided Reading, TPRI Interventions, SOAR, etc.), the use of computer based interventions (Lexia, iReady and Istation, etc. in classrooms) or pull out setting. (System Safeguards: Special Education)
Person Responsible	classroom teachers, Reading Specialist, Language Support Teacher, Administration
Monitoring Measures	IRI and TPRI data, running records, CDBs and local assessment data, 9 week planning meetings

Title 1 Fund	
Title 1 Campuses	
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 2

Activity	Improve the number of students performing on or above grade level in math through interventions and enrichments during the school-wide Morning Intervention/Enrichment Block (skill based intervention groups), the use of computer based interventions (Think-Through Math, iReady, Fast Facts, etc. in classrooms) or pull out settings and implement problem solving strategies daily through the use of math journals to include problem solving (Exemplars, Math Action Wall, etc.).
Person Responsible	Classroom teachers, Math Support Teacher, Administration
Monitoring Measures	CDBs and local assessments, 9 week planning meetings
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 3

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Activity	Teachers will integrate writing into all content areas when appropriate and use data gathered from student writing samples and student conferences to provide direct instruction through the use of mini-lessons to teach writer's workshop and conventions. (System Safeguards: Hispanic and Eco. Dis.)
Person Responsible	Classroom teachers, Reading Specialist, LST, Administration
Monitoring Measures	Writing Journals and Reading Response journals checks each 9 weeks, other student writing samples
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 4

Activity	Implementation of science notebooks K-5 to enhance student understanding of science concepts. Student entries will reflect evidence of concept based learning and rigor in questioning as well as improvement in the 5E model of science instruction in all grade levels.
Person Responsible	Classroom teachers, Science Facilitator, Science Committee Members, Administration
Monitoring Measures	Science notebooks check each 9 weeks, science lab schedule, CDBs, local assessments
Title 1 Fund	
Title 1 Campuses	
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	
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**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 :** Improve attendance rates for all students and identify students who are frequently absent.

**Goal :** Improve attendance rates for all students as evidenced with a 0.5% attendance rate above the NISD district average in 36 weeks.

**Goal Details**

Student Groups Impacted	All Students, African American, Asian, Special Education, At Risk, Eco-Dis, White, Hawaiian Pacific Islander, ELL, Migrant, Hispanic, 2 or More, American Indian, Homeless
Funding Needed	Local

Timeline for Implementation	August 21, 2017 to June 7, 2018
November Progress Check	Grade level teachers have developed an attendance incentive plan. Administrators monitor weekly attendance and reviewed the 9 week perfect attendance roster for each teacher. Administrators and counselors have regular monthly meetings to review guidance curriculum and other measures that support a safe school atmosphere that promotes great attendance.
March Progress Check	Grade level teachers utilize a daily attendance incentive plan. Grade level teacher, the vice principal and the clerk contact parents with multiple consecutive absences. Administrators monitor weekly attendance and review the 9 week perfect attendance roster for each teacher. Administrators and counselors have regular monthly meetings to review guidance curriculum and other measures that support a safe school atmosphere that promotes great attendance.
June Progress Check	Grade level teachers utilize a daily attendance incentive plan. Grade level teacher, the vice principal and the clerk contact parents with multiple consecutive absences. Administrators monitor weekly attendance and review the 9 week perfect attendance roster for each teacher. Administrators and counselors have regular monthly meetings to review guidance curriculum and other measures that support a safe school atmosphere that promotes great attendance.

#### Activity 1

Activity	Each grade level will develop an incentive plan to promote good student attendance.
Person Responsible	classroom teachers, Administrators
Monitoring Measures	weekly attendance percentages
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 2. Implement, provide, and communicate programs that will ensure that students understand shared responsibility and have necessary coping skills.

#### Activity 2

Activity	Students with perfect attendance each 9 week grading period will receive incentive awards from local businesses and a cumulating yearly award at the end of the school year.
Person Responsible	attendance secretary, clerk, attendance committee, Administrators
Monitoring Measures	grading period perfect attendance rosters
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 3

Activity	Utilize the Guidance Curriculum to promote positive school experiences for students where they feel safe taking risks to promote school attendance.
Person Responsible	Counselors, Administrators
Monitoring Measures	lesson plans, student survey
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 2. Implement, provide, and communicate programs that will ensure that students understand shared responsibility and have necessary coping skills.



Activity 4

Activity	Refine the Watch Dog Program to provide a model for students to see community involvement, school attendance, and school safety in and outside of the school.
Person Responsible	Administrators, PTA leaders
Monitoring Measures	parent and student surveys
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 4. Implement and promote a collaborative approach to school and community safety.

Activity 5

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

**Goal 4**

**Need :** Use PLC model to lead the use of common assessment to enhance academic instruction, develop enrichment and intervention strategies in the classroom and improve learning outcomes.

**Goal :** Build capacity of campus leaders through the use of PLC structures and a Leadership Team structure made up of both elected and appointed members in 36 weeks.

**Goal Details**

Student Groups Impacted	All Students, African American, Asian, Special Education, At Risk, Eco-Dis, White, Hawaiian Pacific Islander, ELL, Migrant, Hispanic, 2 or More, American Indian, Homeless
Funding Needed	Local
Timeline for Implementation	August 21, 2017 to June 7, 2018
November Progress Check	Administrators have reviewed grade level planning session minutes for the 9 week grading period. Administrators and academic specialists have reviewed assessment data for the 9 week grading period including common assessment to create enrichment and intervention opportunities for students.
March Progress Check	Administrators have reviewed grade level planning session minutes for the 2nd 9 week grading period. Administrators and academic specialists have reviewed assessment data for the 2nd 9 week grading period including common assessments with teachers to create enrichment and intervention opportunities for students.
June Progress Check	Administrators have reviewed grade level planning session minutes for the 3rd and 4th 9 week grading period. Administrators and academic specialists have reviewed assessment data for the 3rd and 4th 9 week grading periods. Administrators met with each grade level team of teachers to review enrichment and intervention opportunities for students offered through-out the school year.

**Activity 1**

Activity	Implement Professional Learning Communities to have the purpose of utilizing common assessments to create more meaningful instructional strategies and plans. Utilize assessment data to create enrichment and intervention opportunities in the classroom to enhance instruction in all grade levels.
Person Responsible	Administration, Leadership Team, PLC teams
Monitoring Measures	Staff Survey, 9 weeks planning meeting agendas

Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 3. Develop a framework for identifying, nurturing, and developing leaders across the District.
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	
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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 5

**Need :** All intervention and enrichment groups receive target instruction in flexible groups. Students are added to groups, change groups, and attend additional groups based on assessment data and recommendations from eRTI meetings.

**Goal :** Utilize flexible scheduling to allow time for additional instructional minutes that includes tutoring and enrichment activities to maximize student learning over 24 weeks.

### Goal Details

Student Groups Impacted	All Students, African American, Asian, Special Education, At Risk, Eco-Dis, White, Hawaiian Pacific Islander, ELL, Migrant, Hispanic, 2 or More, American Indian, Homeless
Funding Needed	Local
Timeline for Implementation	August 21, 2017 to June 7, 2018
November Progress Check	Administrators and Literacy Support Teacher have reviewed the IRI and TPRI data for 1st - 5th grade students. Administrators, Math Support Teacher and Literacy Support Teacher have reviewed common assessment data. Administrators have scheduled 9 week grade level review sessions.

March Progress Check	Administrators and Literacy Support Teacher have reviewed the IRI and TPRI data for 1st - 5th grade students. Administrators, Math Support Teacher and Literacy Support Teacher have reviewed common assessment data. Administrators attended 9 week grade level review sessions with each team. Daytime tutors worked with K-4th grade students in reading and writing to help support below level readers and writers.
June Progress Check	Administrators and Literacy Support Teacher have reviewed the IRI and TPRI data for 1st - 5th grade students. Administrators, Math Support Teacher and Literacy Support Teacher have reviewed common assessment data. Administrators attended 9 week grade level review sessions with each team.

### Activity 1

Activity	Reading, writing, math, and science before, during and after school tutoring groups and morning intervention groups are flexible groups based on skill levels assessed by the classroom teacher with formal and informal assessments.
Person Responsible	classroom teachers, Academic Specialists, Administration
Monitoring Measures	IRI and TPRI data, running records, CDB data, local assessment data
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 2

Activity	Science STEAM, Young Astronauts, and Solar Car groups will be organized to challenge students as after school enrichment groups.
Person Responsible	Science facilitator, classroom teachers, administration
Monitoring Measures	student surveys
Title 1 Fund	
Title 1 Campuses	

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 3

Activity	Conduct vertical conversations once a nine weeks to discuss grade level TEKS to be targeted based on students' strengths and weaknesses and their impact on future learning or skill development in other grade levels.
Person Responsible	Classroom teachers, Academic Specialists, Administration
Monitoring Measures	meeting agenda & follow up notes
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 4. Develop and implement processes for vertical collaboration across bands of stakeholders.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 4

Activity	
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 : Utilize the School Health Index (Centers for Disease Control) for assessment and improvement of health and safety policies and programs at the campus level.

Goal Details

Student Groups Impacted	All Students, African American, Asian, Special Education, At Risk, Eco-Dis, White, Hawaiian Pacific Islander, ELL, Migrant, Hispanic, 2 or More, American Indian, Homeless
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Funding Needed	Local
Timeline for Implementation	August 21, 2017 to June 7, 2018
November Progress Check	Administrators have met with the PE teachers and reviewed fitness assessments for appropriate student groups.
March Progress Check	Administrators met with the PE teachers and reviewed fitness assessments for appropriate student groups. PE teachers and other staff worked with the PTA Healthy Lifestyles Chairperson and had a Family Fitness Evening event on campus in February of 2018.
June Progress Check	Administrators met with the PE teachers and reviewed fitness assessments for appropriate student groups.

#### Activity 1

Activity	Provide moderate to vigorous physical activity in physical education.
Person Responsible	PE Teachers
Monitoring Measures	Fitness Gram and other PE assessments
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	Promote healthy food choices in the cafeteria
Person Responsible	All teachers and staff
Monitoring Measures	Student surveys

Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 3

Activity	Provide classroom curricula that blends health topics with core academics
Person Responsible	PE teachers and all classroom teachers
Monitoring Measures	Student surveys and PE assessments
Title 1 Fund	
Title 1 Campuses	
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	