



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



## SCHOOL IMPROVEMENT PLAN

---

# GALM ELEMENTARY SCHOOL

## 2017-2018

---

### OUR MISSION

Mission

## **GALM ES**

### **Needs Assessment 2017-2018**

#### **Process**

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

We started as grade level teams to review the 7 Critical Success Factors. Each team completed a lists of strengths and weaknesses for each CSF.

The second meeting was in vertical teams to review all the strengths and weaknesses identified by grade level teams. The Vertical teams than highlighted the priorities. The weaknesses that every team identified with and that we have an opportunity to make a difference (ie control).

The leadership team met and then decided on the priority needs from the CSF work.

STAAR data was reviewed in June to complete the campus 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 checked="" type="checkbox"/> STAAR/EOC/TAKS	
<input checked="" type="checkbox"/> Regression graphs	
<input checked="" type="checkbox"/> Student demographics	
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE	
<input checked="" type="checkbox"/> TELPAS	
<input checked="" type="checkbox"/> Promotion/retention (Elementary)	
<input type="checkbox"/> Failure rates (Secondary)	
<input type="checkbox"/> Completion and graduation rates (High School)	
<input type="checkbox"/> SAT/ACT (High School)	
<input type="checkbox"/> AP (High School)	
<input type="checkbox"/> Other	
Findings	<p>Strengths</p> <ul style="list-style-type: none"> <li>Effective use of daily time, good master schedule, PLC's support data driven instruction</li> <li>Using CDB data to inform instruction</li> <li>Strong school climate</li> </ul> <p>Weaknesses/Opportunities</p> <ul style="list-style-type: none"> <li>Expand common assessments</li> <li>School wide groups should be adjusted more often based on data</li> <li>Better intervention plan in the beginning of the year for kids who we really wanted to retain but they were placed.</li> <li>Spec Ed students don't get early enough intervention or extra intervention.</li> </ul>

<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.

Student attendance

Discipline

Grades

CDBs

Common Assessments

Other

**Findings**

**Strengths:**

- Use CDBs to drive instructions
- Looking at previous years data on students
- Common Assessments
- CDB Data review days
- Value in TPRI at the beginning of the year, we appreciate pink/blue forms
- Instruction driven by data every day
- We have seen benefits of using common assessments

**Weaknesses/Opportunities:**

- Younger grades don't have data to look at
- Discipline data does not influence follow through by admin (decisions of consequences or rewards)
- CDB Data is not being used efficiently - specific TEKS need to drive reteach and small group
- Expand communication about CDB scores to parents with a follow up plan about how we are helping their kid.

**CSF 3: Leadership Effectiveness**

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

Distribution of leadership and responsibilities

Decision making structures on the campus

Teacher input

Campus goals

Monitoring of teacher performance; feedback to staff

Communication

Master schedule

Teacher and parent surveys

Other

Findings	<p><b>Strengths:</b>  Master schedule in binder for all to see  Committees we have are effective  Admin open door policy effective  Attendance goals working (Jen on a stick; Kindness Club)  Notes from admin; Wall of Wow  Freedom to make decisions based on best practices  Leadership communication is good, weekly calendars, etc  Feedback from admin  Teachers have input into decision making  Great job modeling instructional strategies  Book clubs  T-TESS post observation and feedback is valuable  We feel we have effective leadership on campus and a good distribution of roles and responsibilities. Good master schedule, great organization from admin. TTESS feedback is great!  Spec ed teachers doing a great job putting behavior challenges in general ed classrooms if there is not an academic need.</p> <p><b>Weaknesses/Opportunities:</b>  Academic based committee for alignment; staff dev day so all could be included  EOY staff survey  Vertical committees/ grade above and below</p>
----------	---

<b>CSF 4: Increased Learning Time</b>	
<p>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.</p>	
<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><b>Strengths:</b>  We offer interventions in the morning.  After-School Tutoring for STAAR.  PLC Planning  Vertical Planning during Family Meetings</p> <p><b>Weaknesses/Opportunities:</b>  No other alternative after school interventions outside of STAAR  Community involved in classroom small groups...mentor programs  Use second computer lab for more remediation--Project-based learning</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 checked="" type="checkbox"/> Family and community services	
<input type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	
Findings	<p>Strengths:  Numerous ways to communicate with families (Dojo, Newsletters, Remind, Twitter, Call outs)  Many activities offered to families (Veterans, Day, Family Night, PTA, Spring Fling, Winter Social....)</p> <p>Weaknesses/Opportunities:  Parent information nights (strategies, ways to help students)  Feedback from families after events and through surveys</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 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	<p>Strengths:  Attendance incentives, Variety of clubs and activities offered, Pillars of Character, positive atmosphere</p> <p>Weaknesses/Opportunities:  Discipline ticket system is good in theory but needs to be used more efficiently. Discipline data could be tracked better.  Consequences needed for behavior  Teachers seem to not have a way to use consequences for behavior or academic concerns</p>

**CSF 7: Teacher Quality**

Teacher Quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development. Evidence shows that low income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers.

Teacher attendance

Teacher experience and years on campus

Class size

Staff retention rates

Alignment of curriculum, instruction, assessment

Alignment of CDB scores and STAAR results

Effectiveness of planning and collaboration

Professional development experiences and requests

Other

Findings	<p>Strengths:</p> <ul style="list-style-type: none"> <li>PLC planing with support staff</li> <li>Final CDB scores are well aligned with STAAR scores</li> <li>Staff retention</li> <li>Teachers with many years of experience</li> <li>New teachers bring new ideas</li> <li>Retention is a strength, PLC meetings are effective, District-Wide MTV training was great (second round)</li> </ul> <p>Weaknesses/Opportunities:</p> <ul style="list-style-type: none"> <li>More consistent collaboration within grade level</li> <li>Professional development needs to be more specific to grade level</li> <li>frequent absence of teaching staff</li> <li>Teachers given opportunity to observe peers teaching</li> </ul>
----------	---

**Priority Needs**

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

## Priority Need 1

To expand the use of common assessments as a tool to provide quality intervention to struggling students and enrichment to advanced students.

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

## Priority Need 2

To have a more consistent discipline procedures on campus and to give teachers more control over consequences.

CSF 2 Use of Quality Data to Drive Instruction  
CSF 3 Leadership Effectiveness  
CSF 6 School Climate  
CSF 7 Teacher Quality

Priority Need 3

To support Special Education teachers and students to improve passing rates and STAAR scores. (system safeguard)

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

Priority Need 4

System Safeguard Increase African American pass rate on STAAR.

CSF 1 Academic Performance  
CSF 2 Use of Quality Data to Drive Instruction  
CSF 3 Leadership Effectiveness  
CSF 6 School Climate  
CSF 7 Teacher Quality



**Campus: GALM ES**

**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	Jill Holmes	
Parent Community Representative	Shauna Commander	
Staff Representative	Melissa Balzen	

**LIST SAT MEMBERS IN THE BLANKS BELOW**

<b>FULL NAME</b>	<b>POSITION</b>
Jill Holmes	Administrator
Jennifer Bock	Administrator
Loretta Castanon	Staff Member
Christine Damon	Staff Member
Laura Rodriguez	Staff Member
Kim Scott	Staff Member
Chrissy Sheppard	Staff Member
Laura Bell	Staff Member
Melissa Balzen	Staff Member
Shauna Commander	Parent
Lucille Derrico	Parent

**CAMPUS: GALM 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	08/24/2017	Data, PLC Foundation, Teacher Access Center, Discipline	Curriculum	All Staff	All	local	6
08/22/2017		Common Assessments, Planning, Timelines, TTES Refresher	Assessment	Professional Staff	All	local	6
08/23/2017		School Safety, Procedures, Convocation, Vertical Teams-- tier 1 instruction	Collaboration	all staff	All	local	6
10/09/2017		District Training, PLC book study	Instruction	Professional Staff	All	local	6
11/20/2017		Campus Retreat or Teacher Choice	Collaboration	All Staff	All	local	6
11/21/2017		Grade Level Retreat or Teacher Choice	Collaboration	Professional Staff	All	local	6
02/19/2018		District Training, PLC Book Study	Instruction	Professional Staff	all	local	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	84%	46%	85%	74%	76%	75%	44%	21%	80%
African-American	74%	32%	65%	62%	72%	70%	30%	7%	75%
Hispanic	83%	44%	80%	70%	74%	67%	35%	16%	75%
White	90%	53%	90%	84%	86%	88%	60%	30%	95%
Economically Disadvantaged	81%	36%	81%	66%	68%	66%	32%	9%	70%
Special Education	56%	22%	56%	44%	48%	36%	16%	9%	65%
At-Risk	66%	16%	66%	58%	58%	52%	17%	3%	65%
Limited English Proficient	50%	0%	50%	62%	63%	75%	25%	0%	80%
Asian	50%	50%	100%	89%	78%	67%	33%	33%	70%
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%	N/A	N/A	N/A	N/A
Two or More	94%	65%	95%	80%	87%	96%	78%	39%	100%

WRITING (4)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	72%	38%	65%	64%	62%	67%	34%	10%	75%
African-American	50%	25%	55%	53%	56%	33%	11%	11%	65%
Hispanic	70%	34%	65%	60%	59%	68%	32%	6%	75%
White	78%	44%	80%	72%	73%	73%	45%	18%	78%
Economically Disadvantaged	65%	29%	65%	56%	52%	52%	18%	4%	65%

Special Education	27%	7%	30%	33%	32%	40%	10%	0%	65%
At-Risk	35%	9%	30%	44%	37%	28%	3%	0%	65%
Limited English Proficient	N/A	N/A	N/A	54%	49%	100%	100%	0%	100%
Asian	N/A	N/A	N/A	85%	72%	0%	0%	0%	N/A
American Indian	N/A	N/A	N/A	61%	71%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	67%	50%	N/A	N/A	N/A	N/A
Two or More	100%	57%	70%	70%	76%	88%	50%	25%	95%

**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	79%	44%	80%	79%	80%	74%	43%	23%	80%
African-American	55%	23%	65%	66%	72%	60%	27%	13%	65%
Hispanic	79%	38%	80%	77%	78%	70%	35%	16%	75%
White	86%	64%	90%	87%	88%	83%	57%	38%	85%
Economically Disadvantaged	72%	30%	70%	73%	73%	66%	30%	13%	70%
Special Education	51%	18%	50%	53%	56%	43%	14%	9%	65%
At-Risk	60%	15%	60%	67%	65%	49%	16%	3%	65%
Limited English Proficient	100%	0%	100%	73%	72%	75%	75%	25%	80%
Asian	50%	50%	75%	94%	86%	67%	67%	33%	75%
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%	N/A	N/A	N/A	N/A
Two or More	94%	59%	90%	82%	89%	96%	65%	39%	100%

**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	76%	34%	80%	73%	76%	65%	42%	16%	75%
African-American	57%	29%	65%	59%	68%	50%	33%	17%	65%
Hispanic	75%	27%	80%	68%	73%	53%	26%	9%	65%
White	85%	52%	90%	84%	87%	91%	70%	30%	75%
Economically Disadvantaged	66%	17%	70%	65%	67%	55%	27%	6%	65%
Special Education	50%	17%	55%	44%	46%	24%	18%	6%	65%
At-Risk	56%	13%	60%	56%	59%	39%	18%	5%	65%
Limited English Proficient	N/A	N/A	N/A	57%	58%	100%	100%	0%	100%
Asian	100%	100%	100%	89%	75%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	N/A	73%	60%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	93%	N/A	N/A	N/A	N/A
Two or More	75%	50%	80%	81%	86%	86%	71%	14%	90%

#### ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	96.1%	96.5%
African-American	95.4%	95.8%	96.7%	96.8%
Hispanic	95.6%	95%	95.8%	96.5%
White	96%	95.8%	96.6%	96.8%
Economically Disadvantaged	95.4%	94.4%	95.2%	96.5%
Special Education	94.5%	93.9%	96.2%	96.5%
Limited English Proficient	96.4%	95.8%	96.4%	96.5%
Asian	97.8%	96.8%	97.5%	98%
American Indian	95.3%	95.2%	98.2%	98.5%
Hawaiian Pacific Islander	95.5%	96.1%	93.2%	96.5%
Two or More	95.9%	96%	97.7%	98%

#### RETENTION

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

% of Students Retained	0.98%	0.87%	0.75%
------------------------	-------	-------	-------

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

### Goal 1

Need : To expand the use of common assessments as a tool to provide quality intervention to struggling students and enrichment to advanced students.

Goal : To decrease the number of students not meeting promotion standards(K-2) or failing STAAR (3-5) by 25% at each grade level.

### Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	<p>Intervention groups created with previous years' data to start second week of school.</p> <p>Common Assessment timeline created with grade level members, specialists, and administration by October 1.</p> <p>Common assessments given according to timeline and intervention groups created from common assessment data within one week of assessment.</p> <p>Data collected continuously on identified students (reading level and common assessment data).</p>
November Progress Check	<p>The PLC guiding coalition has met 4 times this year. The leadership has also met and creating specific goals around identifying essential TEKS and the development of common assessments. Benchmarks assessments are approaching, and that data will be used to assess the effectiveness of our efforts so far. The third grade team has used common assessment data to prioritize and reteach essential standards. out of ___ students mastered the standard after initial instruction. ___ out of ___ students mastered the standard once the responsive intervention was complete (Activity 3).</p>
March Progress Check	<p>Principal met with each grade level, and received feedback about the performance and progress of each student.</p> <p>Teachers created a list of students whose progress suggested they may benefit from being retained or placed. Subsequent to their identification, parents were notified and the students received interventions.</p>

June Progress Check	Teachers met with the campus administration about the progress of the students who were previously identified as not meeting grade level requirements for promotion. This data was then used to make informed decisions about summer school enrollment, classroom placement for the following year, and updates in the RtI process.
---------------------	---

#### Activity 1

Activity	Create common assessment timeline with grade level teams to include times to review assessments and to form intervention groups based on assessment data.
Person Responsible	Grade level teams, reading specialist, math specialist, administration
Monitoring Measures	timeline created, calendar of dates, common assessment protocol completed for each assessment, grade level agendas
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 2

Activity	Monitor students who were "placed" in to the next grade level through 9 week meetings with admin and teachers.
Person Responsible	grade level teachers administration
Monitoring Measures	List created of student not meeting promotion standards or failing STAAR.  9 week meeting to monitor student participation in intervention groups.
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 3

Activity	Meet after common assessments to answer common assessment protocol questions and to create intervention groups. Follow up from each assessment to see if student's improved their scores.
Person Responsible	grade level teachers, specialists, admin
Monitoring Measures	data collection sheets, common assessment protocol completed and turned in to admin, continued list of students needing intervention after assessments
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	GT teacher will work with grade level intervention support teachers to provide enrichment for students already meeting grade level standards working above or near mastery level of common assessments.
Person Responsible	GT teacher, TEAM time teachers
Monitoring Measures	Training provided in September by GT teacher on enrichment activities and ways to engage students who are working on or above level.  Planned walk throughs during TEAM time.
Title 1 Fund	

Title 1 Campuses	
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 5

Activity	Vertical meetings to focus on high level tier 1 instruction-- book study on The Highly Engaged Classroom by Marzano and Pickering
Person Responsible	Vertical teams, administration, vertical meeting leaders
Monitoring Measures	5 meetings through out the year. Book study timeline Time to observe each other
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	

#### Goal 2

Need : To have a more consistent discipline procedures on campus and to give teachers more control over consequences.

Goal : To decrease the number of office referrals by 25%.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	<p>May-- book study on Differentiated discipline</p> <p>July-- meet with book study committee to create school wide discipline plan (BMC teacher, Admin, 2 classroom teachers, Counselor)</p> <p>August-introduce plan to staff</p> <p>September - April meet monthly to look at discipline data</p>
November Progress Check	<p>There has been a 20% decrease in office referrals (YTD) from December 2016 (45 referrals) to December 2017 (36 referrals).</p> <p>The school-wide positive recognition program (Dynamite Dolphins) has been implemented. There have been 16 recipients as of 12-14-2017 (5th -2; 4th - 2; 3rd - 1; 2nd - 3; 1st - 6; KG - 2). Activity 4.</p>
March Progress Check	<p>The school-wide positive recognition program (Dynamite Dolphins) continued.</p> <p>Students displaying positive behaviors continue to be recognized.</p> <p>Parents of students with excessive referrals were met with by teachers and administrators in order to identify the root cause of discipline issues and develop possible solutions.</p>
June Progress Check	<p>Students with exceptional behaviors were recognized in front of their parents and peers.</p> <p>Discipline issues were not identified as a need during the needs assessment.</p>

Activity 1

Activity	Book study in May and in July to discuss school wide discipline plan and implementation of differentiated discipline.
Person Responsible	Admin, BMC, Counselor and 3 teachers
Monitoring Measures	Agenda from meeting in July. Discipline plan and timeline for implementation
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 2

Activity	Monthly meetings to look at discipline referrals and to intervene with teachers with students with excessive referrals (more than 2 per month).
Person Responsible	Discipline Committee
Monitoring Measures	Agendas, student data, classroom data
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 3

Activity	Work with parents and teachers of students with excessive referrals to include parent/teacher/student conferences, behavior support through counselor, admin and district support specialist. Individualized behavior plans. (possible restoration circles)
Person Responsible	Administration, counselor, district behavior support specialist, parents
Monitoring Measures	student data, teacher data, parent conference forms, RtI information,
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 4

Activity	Work with community partners to provide incentives for students with positive office referrals, pillars of character, sidekicks, as well as classrooms with positive cafeteria behavior, hallway behavior, and rotation class behavior.
Person Responsible	rotation teachers, IAs, mentor coordinator, front office staff
Monitoring Measures	List of students receiving pillars of character and positive office referrals. Tracking of classroom behavior in hallways, cafeteria, and rotation classes.
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 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 : To support Special Education teachers and students to improve passing rates and STAAR scores. (system safeguard)

Goal : To increase the number of special education students passing STAAR from 37% to 45% for all tests given through targeted intervention during the school day.

**Goal Details**

Student Groups Impacted	Special Education
Funding Needed	
Timeline for Implementation	<p>August-- share list of students not meeting standards</p> <p>September-- start 4x a week targeted intervention</p> <p>Monthly-- complete data sheet on specific objectives from previous grade level</p> <p>End 1st 9 weeks-- reconfigure groups based on data collected and class assessments</p> <p>Continue to monitor groups monthly and reconfigure at end of 9 weeks.</p>
November Progress Check	<p>To date, all planning partners have been given extra planning time at least twice a month. (Activity 1)</p> <p>The 4th grade collaborative special education teacher includes all special education students who failed a 3rd grade STAAR assessment in an intervention. (Activity 2)</p>

March Progress Check	<p>Collaborative partners continued to receive additional time for planning.</p> <p>Special education students who previously did not pass the STAAR were provided interventions.</p> <p>The campus coordinator tracked special education students (grades 2 - 5) and ensured their progress on common assessments and benchmarks was monitored.</p>
June Progress Check	<p>2018 STAAR Data:</p> <p>3rd Math: 71% Apr 4th Math: 31% Apr 5th Math: 64% Apr</p> <p>3rd Reading: 71% Apr 4th Reading: 23% Apr 5th Reading: 73% Apr</p> <p>4th Writing: 8% Apr 5th Science: 45% Apr</p>

#### Activity 1

Activity	Collaborative partners will have additional planning time during the school day once or twice a month to increase teacher knowledge of accommodations and modifications to increase level of engagement for students.
Person Responsible	Collab teachers, administration
Monitoring Measures	Agendas and participation in collab meetings, walk through data of collab classes
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 2

Activity	Intervention specifically for special education students who did not pass STAAR in the pervious year during school wide intervention time to include math and reading.
Person Responsible	Special Education teachers, TEAM time teachers
Monitoring Measures	IRI levels at the end of each 9 weeks,  Common Assessment scores for special education students specifically  Mid year CDB scores
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

Activity	Data meetings after every Formative assessment to discuss whole class success rate as well as focus on students in special education. Create groups based on data for intervention and after school tutoring.
Person Responsible	Teachers, Administration
Monitoring Measures	Assessment Data, list of special education students participating in tutoring (tutoring logs), monitoring of student growth specifically for special education students and CDBs
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 4

Activity	Special education questions and working with special education students will be included in any hiring completed by campus for this year. Teachers who work with all students (counselor, PE IA) will need to have some Special Education experience.
Person Responsible	Interview team
Monitoring Measures	List of new hires
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 1. Implement and evaluate a sound employment process for recruiting, screening, and hiring effective personnel.
Promote a Safe Environment for Students and Staff	

#### Activity 5

Activity	Continue to find apps for use on student iPads and chromebooks. Plan with academic coach specifically for intervention type apps.
Person Responsible	academic tech coach, classroom teachers, special education teachers
Monitoring Measures	Use of iPads during intervention, agenda from meetings with tech coach
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	

**Goal 4**

Need : System Safeguard Increase African American pass rate on STAAR.

Goal : Increase African American pass rate on STAAR Math from 60% to 65%.

**Goal Details**

Student Groups Impacted	African American
Funding Needed	
Timeline for Implementation	Create list of students that are African American for each classroom teacher  At Math CDB data meetings look specifically at this population  on report card reviews, create list of African American students grades in Math for grades 3-5
November Progress Check	Conducted 2 Common Assessments in math were African American students were identified. Plan was put in to place for intervention for students before CDBs in January.
March Progress Check	Data meetings were conducted after common assessments and benchmarks; progress and performance of African American students was included in these meetings.  Students were placed in interventions as needed.

June Progress Check	<p>2018 STAAR Data:</p> <p>3rd Math: 56% Apr 4th Math: 25% Apr 5th Math: 67% Apr</p> <p>3rd Reading: 78% Apr 4th Reading: 50% Apr 5th Reading: 89% Apr</p> <p>4th Writing: 38% Apr 5th Science: 67% Apr</p>
---------------------	---

Activity 1

Activity	Data meetings after every Math assessment to discuss whole class success rate as well as focus on students who are African American. Create small groups based on data for intervention and after school tutoring in grades 2-5.
Person Responsible	classroom teachers, math specialist, administration
Monitoring Measures	assessment data, tutoring logs
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	
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 :

Goal Details

Student Groups Impacted	
Funding Needed	
Timeline for Implementation	
November Progress Check	
March Progress Check	
June Progress Check	

Activity 1

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 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 : Provide 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	PE every other day for all students. Recess daily. School wide events to include Family Fitness Night, Boosterthon Fun Run fundraiser, Bike Rodeo, and Field Day.
November Progress Check	Bike rodeo completed with participants from every grade level. 3 grade levels have added additional recess on Fridays.
March Progress Check	Marathon club was provided to the campus. Information about healthy food choices was shared on the morning announcements.
June Progress Check	Many students participated in the NEF 5K with their teachers and families. Field day was held during this progress period, and was a campus wide event. Healthy eating habits and strategies for making good choices were promoted by student leadership on the morning announcements.

Activity 1

Activity	School wide activities will focus on student health and active lifestyles to include Family Fun Night, Field Day, Fun Run, Bike Rodeo
Person Responsible	PTA, PE Teacher and PE IA
Monitoring Measures	Student participation in each activity will be monitored
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 2

Activity	Hero for Health will bring in community members to talk about healthy lifestyles with students
Person Responsible	Community members, administration, PE staff
Monitoring Measures	Participation and completion of activity Number of community members participating--goal is more than one
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	
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	