



NORTHSIDE  
SCHOOL



INDEPENDENT  
DISTRICT



## SCHOOL IMPROVEMENT PLAN

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# HATCHETT ELEMENTARY SCHOOL

## 2017-2018

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### OUR MISSION

To provide daily rigorous instruction that meets the needs of diverse learners and fosters leadership skills, critical thinking and self-worth.

# HATCHETT ES

## Needs Assessment 2017-2018

### Process

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

On February 20, 2017 Hatchett Staff Members worked in groups looking at the current SIP Goals focusing in on Critical Success Factors of each goal. A SWOT Analysis was also completed by each group concluding there was additional work to be completed on the three current goals (Writing, Science, Special Education).

On April 17, 2017 Hatchett Staff reviewed the current goals and work from February 20. 2017 adding activities to each poster.

## 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 type="checkbox"/> Student demographics   |
| <input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE  |
| <input type="checkbox"/> TELPAS   |
| <input 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  |

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| Findings | <p>STAAR:<br/> Reading- 3rd (78), 4th (73), 5th (79)<br/> Math- 3rd (78), 4th (70), 5th (73)<br/> Writing- 58<br/> Science- 68</p> <p>Writing CDBs<br/> Writing- Hatchett (44); Northside (50)<br/> Writing (DOL)- Hatchett (54); Northside (56)</p> <p>Science CDBs<br/> 3rd- Hatchett (68); Northside (63)<br/> 4th- Hatchett (65); Northside (63)<br/> 5th- Hatchett (72); Northside (72)</p> <p>SPED CDBs<br/> Reading- 3rd (49), 4th (44), 5th (51)<br/> Math- 3rd (56), 4th (44), 5th (38)<br/> Writing- 4th (25)<br/> Science- 5th (60)</p> <p>2015-2016 Regression Graphs<br/> Above: 3rdR; 3rdM;<br/> On: 4thR; 5thM<br/> Below: 5thR; 4thM; 4thW; 5thS</p> |
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| <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 type="checkbox"/> Discipline   |
| <input type="checkbox"/> Grades   |
| <input checked="" type="checkbox"/> CDBs  |
| <input type="checkbox"/> Common Assessments   |
| <input type="checkbox"/> Other  |

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| Findings | <p>Writing CDBs<br/> Writing- Hatchett (44); Northside (50)<br/> Writing (DOL)- Hatchett (54); Northside (56)</p> <p>Science CDBs<br/> 3rd- Hatchett (68); Northside (63)<br/> 4th- Hatchett (65); Northside (63)<br/> 5th- Hatchett (72); Northside (72)</p> <p>SPED CDBs<br/> Reading- 3rd (49), 4th (44), 5th (51)<br/> Math- 3rd (56), 4th (44), 5th (38)<br/> Writing- 4th (25)<br/> Science- 5th (60)</p> <p>*Data Meetings held after each CDB for Reading, Math, Writing, &amp; Science (Grade 5) and TPRI (K-2).<br/> *Student attendance 95.6</p> |
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**CSF 3: Leadership Effectiveness**

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

- Distribution of leadership and responsibilities
- Decision making structures on the campus
- Teacher input
- Campus goals
- Monitoring of teacher performance; feedback to staff
- Communication
- Master schedule
- Teacher and parent surveys
- Other

|          |  |
|----------|--|
| Findings | <p>*Weekly Newsletter<br/> *Master Schedule created to utilize specialists by spreading out subjects.<br/> *Campus Goals posted on every agenda<br/> *Met Monthly with Academic Specialist focusing on Learning Walks.<br/> *Weekly Collaboration Planning (grade levels)<br/> *Staff Survey on Communication<br/> *5 staff members leaving out of 85 (94%)<br/> *Monthly Team Leader Meetings</p> |
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**CSF 4: Increased Learning Time**

Increased Learning Time necessitates flexible scheduling that allows time for additional instructional minutes, enrichment activities and staff collaborative planning time. Increased Learning Time necessitates strategies that maximize the number of sustained, engaging instructional minutes that must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, using time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers that continuously strengthen instructional practices. This CSF confirms, as a requisite, an instructionally focused calendar.

Response to Intervention

Interventions implementation and effectiveness

Student identification for increased learning time

Tutorials

Other

|          |  |
|----------|--|
| Findings | <ul style="list-style-type: none"> <li>*eRTI Meeting (1-2 times) a month with teachers.</li> <li>*CHILD III Meetings (Wednesday afternoons)</li> <li>*After School/Daytime Tutoring</li> <li>*Collaboration with Specialists after each CDB for data meetings held after each CDB for Reading, Math, Writing, &amp; Science (Grade 5) and TPRI (K-2).</li> <li>*Using I-Ready</li> <li>*Cross grade level reading groups for SPED</li> <li>*Writing Integration</li> <li>*Flexible Grouping</li> <li>*Writing Interventions</li> <li>*SPED Collaborations</li> </ul> |
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**CSF 5: Family/Community Engagement**

Family and Community Engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services.

Communication

Family and community activities

Family and community input

Family and community services

Second language communication

Other

|          |  |
|----------|--|
| Findings | <ul style="list-style-type: none"> <li>*Living Museum (October 11)</li> <li>*Writing Celebrations (September 30, January 20, March 23)</li> <li>*Science Academic Night (January 10)</li> <li>*Fine Arts Night (May 9)</li> <li>*Watch Dogs Kickoff Night (November 10)</li> <li>*Hatchett Movie Night (March 24)</li> <li>*HB4PK Nights (February 1, March 28)</li> <li>*Student Led Conferences (March 3)</li> </ul> |
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**CSF 6: School Climate**

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.

Teacher surveys

Parent surveys

Student surveys or panels

Discipline

Student attendance

Extra-curricular activities and clubs

Other

|          |   |
|----------|---|
| Findings | *Extra Curricular Activities: Young Astronauts, Solar Cars, Robotics, Coding, HNN Newscrew, Running Club,<br>*Communication Survey to Teachers<br>*Writing Celebrations<br>*Behavior Contracts<br>*Student Work Displayed |
|----------|---|

**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

|                 |   |
|-----------------|---|
| <b>Findings</b> | <p>*5 staff members leaving out of 85 (94%)</p> <p>*Sending Additional Teachers to Gretchen Bernabei</p> <p>*Learning Walks/Ghost Walks in May.</p> <p>*Team Planning each Week on Thursdays</p> <p>*97.47 Staff Attendance</p> <p>*De-Escalation Staff Development</p> <p>*Collaboration Staff Development</p> <p>*Guided Reading, Guided Math, Interactive Science Notebooks, Writing w/Jodi Ramos, Q3 Cards Staff Development (Depth &amp; Complexity), ELL Sheltered Instruction Staff Development Sessions.</p> <p>*BMC, PPCD, ALE Staff Developments (Pull Out)</p> <p>*STEMSCOPES/Flocabulary Staff Development</p> <p><b>*STAAR:</b></p> <p>Reading- 3rd (78), 4th (73), 5th (79)</p> <p>Math- 3rd (78), 4th (70), 5th (73)</p> <p>Writing- 58</p> <p>Science- 68</p> <p>Writing CDBs</p> <p>Writing- Hatchett (44); Northside (50)</p> <p>Writing (DOL)- Hatchett (54); Northside (56)</p> <p>Science CDBs</p> <p>3rd- Hatchett (68); Northside (63)</p> <p>4th- Hatchett (65); Northside (63)</p> <p>5th- Hatchett (72); Northside (72)</p> <p>SPED CDBs</p> <p>Reading- 3rd (49), 4th (44), 5th (51)</p> <p>Math- 3rd (56), 4th (44), 5th (38)</p> <p>Writing- 4th (25)</p> <p>Science- 5th (60)</p> <p>2015-2016 Regression Graphs</p> <p>Above: 3rdR; 3rdM;</p> <p>On: 4thR; 5thM</p> <p>Below: 5thR; 4thM; 4thW; 5thS</p> |
|-----------------|---|

**Priority Needs**

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

Priority Need 1

Increase Literacy Skills

- CSF 1 Academic Performance
- CSF 2 Use of Quality Data to Drive Instruction
- CSF 3 Leadership Effectiveness
- CSF 4 Increased Learning Time
- CSF 5 Family and Community Engagement
- CSF 6 School Climate
- CSF 7 Teacher Quality

Priority Need 2

Increase Science Skills



CSF 1 Academic Performance  
CSF 2 Use of Quality Data to Drive Instruction  
CSF 3 Leadership Effectiveness  
CSF 4 Increased Learning Time  
CSF 5 Family and Community Engagement  
CSF 6 School Climate  
CSF 7 Teacher Quality

Priority Need 3

Close the Gap between At-Risk and Overall Achievement

CSF 1 Academic Performance  
CSF 2 Use of Quality Data to Drive Instruction  
CSF 3 Leadership Effectiveness  
CSF 4 Increased Learning Time  
CSF 5 Family and Community Engagement  
CSF 6 School Climate  
CSF 7 Teacher Quality



**CAMPUS: HATCHETT 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  | 08/23/2017               | Julie Harris Stern-<br>Concept Instruction &<br>Formative Assessment  | Assessment                    | Teachers              | All                           | Title I                       | 6                     |
| 08/22/2017  | 08/24/2017               | Dan St. Romain- 9<br>Principles of<br>Management  | Classroom<br>Management       | All Staff             | All                           | Title I                       | 6                     |
| 08/23/2017  | 08/25/2017               | T-TESS Refresher,<br>PLC Foundations,<br>Teacher Access Center  | Technology                    | Teachers/All<br>Staff | All                           |                               | 6                     |
| 10/09/2017  |                          | District Wide Staff<br>Development &<br>Campus PD based on<br>instructional needs on<br>data results w/vertical<br>planning | Curriculum                    | Teachers              | All                           |                               | 6                     |
| 11/20/2017  |                          | Teacher Choice based<br>on their T-TESS Goal  | Instruction                   | Teachers              | All                           |                               | 6                     |
| 11/21/2017  |                          | Teacher Choice based<br>on their T-TESS Goal  | Instruction                   | Teachers              | All                           |                               | 6                     |
| 02/19/2018  |                          | Campus PD based on<br>instructional needs on<br>data results w/vertical<br>planning   | Instruction                   | Teachers              | All                           |                               | 6                     |

**CAMPUS:** HATCHETT ES

**ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES**

**READING (Grades 3-5)**

| Student Group              | Campus % 2015-2016 |           | Campus CPO 2016-2017 | State % 2016-2017 | District % 2016-2017 | Campus % 2016-2017  |                |                  | Campus CPO 2017-2018 |
|----------------------------|--------------------|-----------|----------------------|-------------------|----------------------|---------------------|----------------|------------------|----------------------|
|                            | Standard           | Final Rec |                      |                   |                      | Approaches Standard | Meets Standard | Masters Standard |                      |
| All Students               | 79%                | 46%       | 80%                  | 74%               | 76%                  | 77%                 | 43%            | 22%              | 80%                  |
| African-American           | 95%                | 64%       | 95%                  | 62%               | 72%                  | 81%                 | 52%            | 24%              | 80%                  |
| Hispanic                   | 80%                | 46%       | 82%                  | 70%               | 74%                  | 78%                 | 43%            | 21%              | 80%                  |
| White                      | 63%                | 33%       | 70%                  | 84%               | 86%                  | 74%                 | 37%            | 26%              | 80%                  |
| Economically Disadvantaged | 78%                | 41%       | 84%                  | 66%               | 68%                  | 72%                 | 38%            | 16%              | 77%                  |
| Special Education          | 43%                | 24%       | 50%                  | 44%               | 48%                  | 60%                 | 28%            | 2%               | 65%                  |
| At-Risk                    | 59%                | 16%       | 65%                  | 58%               | 58%                  | 56%                 | 15%            | 5%               | 65%                  |
| Limited English Proficient | 40%                | 20%       | 50%                  | 62%               | 63%                  | 52%                 | 22%            | 4%               | 55%                  |
| Asian                      | 40%                | 20%       | 50%                  | 89%               | 78%                  | 56%                 | 56%            | 22%              | 55%                  |
| American Indian            | 100%               | 0%        | 100%                 | 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                | 68%                | 53%       | 75%                  | 80%               | 87%                  | 83%                 | 44%            | 22%              | 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     | 53%                | 26%       | 60%                  | 64%               | 62%                  | 59%                 | 26%            | 2%               | 63%                  |
| African-American | 75%                | 50%       | 80%                  | 53%               | 56%                  | 75%                 | 50%            | 0%               | 80%                  |
| Hispanic         | 52%                | 22%       | 60%                  | 60%               | 59%                  | 59%                 | 27%            | 3%               | 65%                  |

|                            |      |     |      |     |     |     |     |     |     |
|----------------------------|------|-----|------|-----|-----|-----|-----|-----|-----|
| White                      | 30%  | 30% | 50%  | 72% | 73% | 57% | 14% | 0%  | 63% |
| Economically Disadvantaged | 48%  | 24% | 60%  | 56% | 52% | 56% | 24% | 3%  | 63% |
| Special Education          | 35%  | 20% | 50%  | 33% | 32% | 41% | 29% | 0%  | 50% |
| At-Risk                    | 26%  | 4%  | 50%  | 44% | 37% | 23% | 2%  | 0%  | 40% |
| Limited English Proficient | 25%  | 0%  | 50%  | 54% | 49% | 40% | 20% | 0%  | 50% |
| Asian                      | 50%  | 25% | 60%  | 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% | 50% | 100% | 70% | 76% | 63% | 25% | 0%  | 68% |

### 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               | 75%                | 39%       | 80%                  | 79%               | 80%                  | 74%                 | 39%            | 19%              | 80%                  |
| African-American           | 82%                | 32%       | 85%                  | 66%               | 72%                  | 67%                 | 43%            | 14%              | 80%                  |
| Hispanic                   | 75%                | 40%       | 80%                  | 77%               | 78%                  | 75%                 | 39%            | 19%              | 80%                  |
| White                      | 76%                | 28%       | 80%                  | 87%               | 88%                  | 74%                 | 34%            | 20%              | 80%                  |
| Economically Disadvantaged | 74%                | 36%       | 80%                  | 73%               | 73%                  | 71%                 | 34%            | 15%              | 80%                  |
| Special Education          | 50%                | 27%       | 55%                  | 53%               | 56%                  | 56%                 | 32%            | 12%              | 60%                  |
| At-Risk                    | 53%                | 16%       | 60%                  | 67%               | 65%                  | 55%                 | 11%            | 3%               | 60%                  |
| Limited English Proficient | 40%                | 25%       | 50%                  | 73%               | 72%                  | 52%                 | 13%            | 4%               | 55%                  |
| Asian                      | 20%                | 20%       | 50%                  | 94%               | 86%                  | 67%                 | 33%            | 11%              | 75%                  |
| American Indian            | 0%                 | 0%        | 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                | 95%                | 47%       | 90%                  | 82%               | 89%                  | 83%                 | 56%            | 28%              | 85%                  |

### 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 | Meets Standard | Masters Standard |                      |
| All Students               | 67%                | 21%       | 73%                  | 73%                 | 76%                  | 68%                 | 31%            | 7%               | 73%                  |
| African-American           | 78%                | 0%        | 80%                  | 59%                 | 68%                  | 56%                 | 44%            | 11%              | 65%                  |
| Hispanic                   | 68%                | 25%       | 75%                  | 68%                 | 73%                  | 70%                 | 28%            | 7%               | 75%                  |
| White                      | 78%                | 11%       | 85%                  | 84%                 | 87%                  | 73%                 | 36%            | 0%               | 78%                  |
| Economically Disadvantaged | 65%                | 18%       | 75%                  | 65%                 | 67%                  | 66%                 | 32%            | 6%               | 73%                  |
| Special Education          | 33%                | 13%       | 50%                  | 44%                 | 46%                  | 55%                 | 20%            | 10%              | 60%                  |
| At-Risk                    | 40%                | 5%        | 55%                  | 56%                 | 59%                  | 59%                 | 17%            | 4%               | 65%                  |
| Limited English Proficient | 25%                | 0%        | 50%                  | 57%                 | 58%                  | 38%                 | 0%             | 0%               | 50%                  |
| Asian                      | N/A                | N/A       | N/A                  | 89%                 | 75%                  | 50%                 | 25%            | 25%              | 60%                  |
| 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                | 43%                | 14%       | 55%                  | 81%                 | 86%                  | 100%                | 67%            | 0%               | 90%                  |

## ATTENDANCE

|                            | State % 2016-2017 | District % 2016-2017 | Campus % 2016-2017 | Campus CPO 2017-2018 |
|----------------------------|-------------------|----------------------|--------------------|----------------------|
| All Students               | 95.8%             | 95.3%                | 95.5%              | 96%                  |
| African-American           | 95.4%             | 95.8%                | 97%                | 97.5%                |
| Hispanic                   | 95.6%             | 95%                  | 95.2%              | 96%                  |
| White                      | 96%               | 95.8%                | 96%                | 96.5%                |
| Economically Disadvantaged | 95.4%             | 94.4%                | 94.7%              | 95.5%                |
| Special Education          | 94.5%             | 93.9%                | 94.8%              | 95.5%                |
| Limited English Proficient | 96.4%             | 95.8%                | 95.6%              | 96%                  |
| Asian                      | 97.8%             | 96.8%                | 97.3%              | 97.5%                |
| American Indian            | 95.3%             | 95.2%                | 92.5%              | 93%                  |
| Hawaiian Pacific Islander  | 95.5%             | 96.1%                | 98.3%              | 98.7%                |
| Two or More                | 95.9%             | 96%                  | 97.4%              | 98%                  |

**RETENTION**

|                        | District %<br>2016-2017 | Campus %<br>2016-2017 | Campus CPO<br>2017-2018 |
|------------------------|-------------------------|-----------------------|-------------------------|
| % of Students Retained | 0.98%                   | 0.91%                 | 0.5%                    |

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

### Goal 1

Need : Increase Literacy Skills

Goal : To increase writing percentage of all students approaching standard to 65%. (System Safeguard)

### Goal Details

|                             |  |
|-----------------------------|--|
| Student Groups Impacted     | All Students, African American, Special Education, At Risk, Eco-Dis, White, ELL, Hispanic  |
| Funding Needed              | Local, Title III, State Compensatory   |
| Timeline for Implementation | All Year   |
| November Progress Check     | <ul style="list-style-type: none"> <li>*Curriculum Unit Planning/CFAs (two times)</li> <li>*Writing In-Service on Columbus Day</li> <li>*7 Teachers attended Training with Gretchen Bernabei</li> <li>*Planning w/Writing AST</li> <li>*Classroom Writing Celebrations with students sharing writing and "toasting"</li> <li>*Writing Committee has met twice</li> </ul> |
| March Progress Check        | <ul style="list-style-type: none"> <li>*2 Teachers &amp; Writing AST attended Jeff Anderson</li> <li>*Focused walk-throughs in 4th Grade</li> <li>*Conferenced with Writing AST (Friday's at 11:00)</li> <li>*Writing AST Coaching teachers with "Look Fors" from admin</li> <li>*Campus Writing Committee Meets</li> </ul>  |



|                     |   |
|---------------------|---|
| June Progress Check | <ul style="list-style-type: none"> <li>*Campus Writing Committee Meetings</li> <li>*Many Teachers creating SLO Goals in the area of writing</li> <li>*Writing AST attending Team Planning with K-4th Grades</li> <li>*Daytime Tutors working with K-2)</li> </ul> |
|---------------------|---|

#### Activity 1

|   |   |
|---|---|
| Activity  | Staff Development   |
| Person Responsible                                | Administration, Literacy Coaches, Literacy Department   |
| Monitoring Measures                               | Staff Development Feedback, Walkthroughs, Learning Walks, Common Assessments  |
| Title 1 Fund                                      | Yes   |
| Title 1 Campuses                                  | SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 6, 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                      | Campus Wide Writing Celebrations   |
| Person Responsible            | Specialists, Teachers  |
| Monitoring Measures           | Sign-In Sheets, Surveys, Common Assessments  |
| Title 1 Fund                  | Yes  |
| Title 1 Campuses              | SWC 1, SWC 2, SWC 4, SWC 6, SWC 8, SWC 9   |
| 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  | Campus Writing Committee  |
| Person Responsible                                | Writing AST, All Teachers   |
| Monitoring Measures                               | Agendas, Walkthroughs, Learning Walks   |
| Title 1 Fund                                      | Yes   |
| Title 1 Campuses                                  | SWC 1, SWC 2, SWC 3, SWC 4, 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 4

|                               |  |
|-------------------------------|--|
| Activity                      | Learning Walks                                       |
| Person Responsible            | Administration, Teachers, Specialists                |
| Monitoring Measures           | Learning Walks Feedback, Common Assessments, Agendas |
| Title 1 Fund                  | Yes  |
| Title 1 Campuses              | SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 8, SWC 9      |
| Promote Community Involvement |  |

|   |   |
|---|---|
| Educate Diverse Learners                          | Objective 4. Develop and implement processes for vertical collaboration across bands of stakeholders. |
| Hire, Develop, and Retain Quality Staff           |   |
| Promote a Safe Environment for Students and Staff |   |

**Activity 5**

|   |  |
|---|--|
| Activity  | Reading Fluency  |
| Person Responsible                                | All Teachers   |
| Monitoring Measures                               | Reading Levels, Common Assessments   |
| Title 1 Fund                                      | Yes  |
| Title 1 Campuses                                  | SWC 1, SWC 2, SWC 6, 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 :

Increase Science Skills

Goal :

To increase science percentage of all students approaching standard to 73%.

Goal Details

|                             |   |
|-----------------------------|---|
| Student Groups Impacted     | All Students, African American, Asian, Special Education, Eco-Dis, White, ELL, Hispanic   |
| Funding Needed              | Local, Title III, State Compensatory, Other   |
| Timeline for Implementation | All Year  |
| November Progress Check     | *Science AST Interactive Word Wall in the Hallway<br>*Science Notebook Activities (Sentence Stems, CER, After school Programs: Young Astronauts, STEAM TEAM, Cardboard Arcade, Flight Club)<br>*Hands on Labs in the Science Lab              |
| March Progress Check        | *Science STEM Night in February (approximately 300 students and families attended)<br>*Hands on Labs in the Science Lab.<br>*5th Grade Field Trip to Confluence Park<br>*Utilizing SeeSaw in Lab<br>*Solar Cars<br>*STEAM TEAM Spring Session |
| June Progress Check         | *80% of students reached approaches standard for Science<br>*Science AST met with two new fifth grade teachers for STAAR Review<br>*All grade levels visiting science lab for hands on lessons in May   |

Activity 1

|   |  |
|---|--|
| Activity                                | Vocabulary Recursive Review  |
| Person Responsible                      | Science AST- Darren Smith  |
| Monitoring Measures                     | Walkthroughs, Learning Walks, Common Assessments, Science Notebooks  |
| Title 1 Fund                            | Yes  |
| Title 1 Campuses                        | SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, 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 2

|   |   |
|---|---|
| Activity  | Staff Development   |
| Person Responsible                                | Science AST- Darren Smith   |
| Monitoring Measures                               | Walkthroughs, Learning Walks, Common Assessments, Science Notebooks   |
| Title 1 Fund                                      | Yes   |
| Title 1 Campuses                                  | SWC 1, SWC 2, SWC 3, 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                      | Community Involvement  |
| Person Responsible            | Science AST- Darren Smith  |
| Monitoring Measures           | Sign In Sheets, Student Participation in After School Programs,  |
| Title 1 Fund                  | Yes  |
| Title 1 Campuses              | SWC 1, SWC 2, SWC 6, SWC 8, SWC 9  |
| 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  | Student Engagement through authentic Science Notebook responses.  |
| Person Responsible                                | All Staff   |
| Monitoring Measures                               | Walkthroughs, Learning Walks, Common Assessments, Science Notebook, Lesson Plans                                    |
| Title 1 Fund                                      | Yes   |
| Title 1 Campuses                                  | SWC 1, SWC 2, 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                      | Learning Walks   |
| Person Responsible            | Science AST- Darren Smith  |
| Monitoring Measures           | Walkthroughs, Learning Walks, Common Assessments, Science Notebook |
| Title 1 Fund                  | Yes  |
| Title 1 Campuses              | SWC 1, SWC 2, SWC 3, SWC 4, SWC 8, SWC 9                           |
| Promote Community Involvement |  |

|   |   |
|---|---|
| Educate Diverse Learners                          | Objective 4. Develop and implement processes for vertical collaboration across bands of stakeholders. |
| Hire, Develop, and Retain Quality Staff           |   |
| Promote a Safe Environment for Students and Staff |   |

**Goal 3**

Need : Close the Gap between At-Risk and Overall Achievement

Goal : To close the gap between At-Risk and Overall Achievement by 10% in each subject area.

**Goal Details**

|                             |  |
|-----------------------------|--|
| Student Groups Impacted     | All Students, African American, Asian, Special Education, At Risk, Eco-Dis, White, ELL, Hispanic   |
| Funding Needed              | Local, State Compensatory, Other   |
| Timeline for Implementation | All Year   |
| November Progress Check     | <ul style="list-style-type: none"> <li>*RTI System</li> <li>*Julie Harris-Stern Concept Based Instruction</li> <li>*Career Day</li> <li>*After School Programs: Patrols, BETA Field Trips w/Families on Saturdays, Academic Night, Running Club, Science Clubs)</li> <li>*Admin identifying At Risk students by picture</li> <li>*WatchDogs</li> <li>*Young Gentleman's Club partnership w/Pease MS</li> </ul> |
| March Progress Check        | <ul style="list-style-type: none"> <li>*RTI Meetings &amp; Students making progress</li> <li>*Math Specialist Servicing Students</li> <li>*Quality Tier I Instruction February Staff Development</li> <li>*Science STEM Night</li> <li>*DI Staff Development</li> </ul>  |

|                     |  |
|---------------------|--|
| June Progress Check | <ul style="list-style-type: none"> <li>*The gap was closed in six of eight areas for STAAR</li> <li>*Art Night in May had over 300 people in attendance</li> <li>*Academic Specialists created "Look Fors" for instruction subjects (Reading, Writing, Math &amp; Science)</li> <li>*Academic Specialist began coaching teachers and will reading the book Art of Coaching Teams by Elena Aguilar over the summer</li> </ul> |
|---------------------|--|

Activity 1

|   |   |
|---|---|
| Activity  | Identify and monitor At-Risk students (SPED Math- System Safeguard)   |
| Person Responsible                                | Nicole Freemyer & All Staff   |
| Monitoring Measures                               | Common Assessments, Student Progress Data   |
| Title 1 Fund                                      | Yes   |
| Title 1 Campuses                                  | SWC 1, SWC 2, SWC 3, SWC 4, SWC 8, SWC 9  |
| 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                      | Learning Walks focusing on Real Engagement       |
| Person Responsible            | Adam Bock  |
| Monitoring Measures           | Walkthroughs, Learning Walks, Common Assessments |
| Title 1 Fund                  | Yes  |
| Title 1 Campuses              | SWC 1, SWC 2, SWC 3, SWC 4, SWC 8, SWC 9         |
| Promote Community Involvement |  |



|   |   |
|---|---|
| Educate Diverse Learners                          | Objective 4. Develop and implement processes for vertical collaboration across bands of stakeholders. |
| Hire, Develop, and Retain Quality Staff           |   |
| Promote a Safe Environment for Students and Staff |   |

### Activity 3

|   |   |
|---|---|
| Activity  | Concept-Based Instruction   |
| Person Responsible                                | Teachers  |
| Monitoring Measures                               | Walkthroughs, Learning Walks, Common Assessments, Lesson Plans  |
| Title 1 Fund                                      | Yes   |
| Title 1 Campuses                                  | SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, 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 4

|                     |  |
|---------------------|--|
| Activity            | Accommodations/Modifications   |
| Person Responsible  | Josie Gomez<br>Dianne Love-Morales<br>Marisa Saenz<br>Special Education Coordinator<br>Writing Academic Support Teacher<br>Darren Smith<br>Nicole Freemyer |
| Monitoring Measures | Walkthroughs, Learning Walks, Common Assessments, eRTI, Placement/Retention Data, Data Collection  |

|   |   |
|---|---|
| Title 1 Fund                                      | Yes   |
| Title 1 Campuses                                  | SWC 1, SWC 2, SWC 3, 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 5

|   |   |
|---|---|
| Activity  | Student/Family Engagement   |
| Person Responsible                                | All Staff   |
| Monitoring Measures                               | Common Assessments, Lesson Plans, Family Surveys, Field Trips   |
| Title 1 Fund                                      | Yes   |
| Title 1 Campuses                                  | SWC 1, SWC 2, SWC 3, SWC 4, SWC 7, 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 |   |

Goal : To provide opportunities of healthy lifestyles for students in the 2017-2018 school year.

Goal Details

|                             |  |
|-----------------------------|--|
| Student Groups Impacted     | All Students   |
| Funding Needed              |  |
| Timeline for Implementation | All Year   |
| November Progress Check     | *Career Day<br>*Running Club participating at Stevens HS Frosty Fun Run  |
| March Progress Check        | *Heroes for Health<br>*Field Day (full day for K-5)<br>*NEF 5K<br>*Running Club Meeting<br>*Advertising for NISD Soccer League |
| June Progress Check         | NEF 5K<br>Nutrition information given in PE  |

Activity 1

|   |  |
|---|--|
| Activity  | Career Day   |
| Person Responsible                                | Counselors   |
| Monitoring Measures                               | Speaker List   |
| Title 1 Fund                                      | Yes  |
| Title 1 Campuses                                  | SWC 1, SWC 2, SWC 6, SWC 10  |
| Promote Community Involvement                     | Objective 4. Expand comprehensive programs and partnership opportunities that foster classroom innovation that encourages educators to continually enhance student learning. |
| Educate Diverse Learners                          |  |
| Hire, Develop, and Retain Quality Staff           |  |
| Promote a Safe Environment for Students and Staff |  |

Activity 2

|   |   |
|---|---|
| Activity  | Field Day   |
| Person Responsible                                | Martin Flores & Darrell Villarreal  |
| Monitoring Measures                               | Field Day Planning, Agendas, Handouts   |
| Title 1 Fund                                      | Yes   |
| Title 1 Campuses                                  | SWC 1, SWC 2, SWC 3, SWC 4, SWC 6, SWC 8, 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  | Extra Curricular Activities   |
| Person Responsible                                | Martin Flores & Darrell Villarreal  |
| Monitoring Measures                               | Student Participation   |
| Title 1 Fund                                      | Yes   |
| Title 1 Campuses                                  | SWC 1, SWC 2, SWC 6, SWC 9  |
| 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 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 |  |

