



NORTHSIDE
SCHOOL



INDEPENDENT
DISTRICT



SCHOOL IMPROVEMENT PLAN

HELOTES ELEMENTARY SCHOOL 2017-2018

HELOTES ES

Needs Assessment 2017-2018

Process

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

During our campus Retreat/Planning day, Instructional Leadership Team identified campus strengths and needs base each grade level and specialist data. In addition, the reviewed staff and parent surveys. We examined STAAR data, regression graphs, student demographic information, enrollment, Reading Level data, LRE, Promotion/Retention data, attendance, mobility, Writing Rubric data, Math Fact data, eRTI documentation data, At-Risk Data, GT Enrollment data, Special Education Data, and Campus Survey Data. All staff were required to submit a final writing sample demonstrating the "writing process". Our campus met identify the strengths and needs and we will continue to address following: Enrichment, Alignment and Discipline. Our Operational, Instructional and Technology Teams met on Early Release Day on May 5th to develop goals and activities for the School Improvement Plan. On July 27th, we will review our goals and activities and make any needed interventions. We developed our goals using STAAR data, parent survey data, technology rubric data, student survey data, and sign in information.

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.

CSF 1: Academic Performance
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 checked="" type="checkbox"/> Promotion/retention (Elementary)
<input type="checkbox"/> Failure rates (Secondary)
<input checked="" 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>As we continue to examine our data, we see our writing goal as a three to five year process of improvement. We noted overall improvement in rubric scores, but we are awaiting the STAAR scores to assess our overall performance in STAAR 4th grade writing. We had vertical planning and examined writing samples across all grade levels identifying the following common areas of need: conventions, writing expectations, revise and editing and conferencing.</p> <p>This year we scored the following:</p> <p>3rd-82% Approaches, 46% Met, 32% Mastered, (20th as compared to other NISD Schools) 4th-94% Approaches, 73% Met, 41% Met (1st as compared to other NISD Schools) 5th-92% Approaches, 59% Met, 30% Met (13th as compared to other NISD Schools)</p> <p>STAAR Math 3rd-83% Approaches, 30% Met, and 18% Mastered (24th as compared to other NISD Schools) 4th-94% Approaches, 73%Met, and 45% Mastered (2nd as compared to other NISD Schools) 5th-96% Approaches, 70%Met and 34% Mastered (15th as compared to other NISD Schools)</p> <p>STAAR Writing 4th-85% Approaches, 47% Met, 23% Mastered (4th as compared to other NISD schools)</p> <p>STAAR Science 5th-86% Approaches, 49% Met, 19% Mastered (12th as compared to other NISD schools)</p> <p>In addition,CDB data reinforced our findings. Finally, we found our growth index of on or above level students does not consistently reflect a year's growth in all testing subjects.</p> <p>We collected end of year writing samples to evaluated progress and provide baseline samples for the 2017-18 school year.</p>
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CSF 2: Use of Quality Data to Drive Instruction
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 Aessments
<input type="checkbox"/> Other

Findings	The use of Quintile Data continues to be beneficial and an effective catalyst for collegial conversations among staff. We were also able to use the Quintile format to track reading progress in Kindergarten and first grade. IRI data was closely monitored and the need for additional training in the interpretation of both the IRI. A discrepancy was noted regarding the reported reading level, student performance data on CDBs and report card grades. Grading continues to be an area of discussion with the staff. Our Instructional Leadership Team used the grading data to make adjustments to our campus grading policy and we will continue to make adjustments. Our discipline data continues to be a concern with over 140 referrals to the office. We have committed to the implementation of PBIS for the next 3 years. We are beginning year three.
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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	We are continuing to implement Organizational Health structures to assisted the campus in promoting goal focus and communication. The structures also increased campus leadership overall. The structures helped us delegate and focus on issues and growth with an instructional focus during our campus Instructional Leadership Team meeting. The Instructional Leadership Team was able to implement several instructional initiatives with success. In addition, we were able to empower our Technology, Opertational, Instructional Leaderships Committee as well as our PBIS Team.
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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

<input type="checkbox"/> Tutorials	
<input type="checkbox"/> Other	
Findings	<p>We continued to utilize school wide intervention/reinforcement from 8-8:30 Monday through Thursday. Our entire staff with the exception of the counselor was involved in providing the intervention. Our teachers are provided additional full day planning each semester to develop curriculum maps, plan instruction, and review data to address grade level trends. We offered a select number of teachers the opportunity to observe another campus which served to be beneficial. In addition, the Quintile data was used to monitor and adjust intervention groups, as well as, tutoring groups. Several grade levels used data to drive tutorials after school using a Book Club concept. The computer based intervention/tutorial assisted in individualizing student review base on data collected on student need. A huge effort was made to provide best practice staff development opportunities with the implementation of PBIS. In addition, the technology integration focus was reinforced with several Mobile Device Applications. These instructional best practices were lead by our campus Instructional Leadership Team and Technology Committee/District Technology Support.</p>

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.	
<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>Our parent survey confirmed that the majority of parents are pleased with the overall performance of our school-with less. The parents recognized the welcoming and positive atmosphere of the campus. We were made aware that not all parents were satisfied with communication. Communication via email is preferred with a 82.25% and Paper Copies 28.57 and School Messenger scoring 35.71. Our campus decided that we will utilize our campus website to communicate campus events for the entire year. We will continue to over communicate to meet the needs of our diverse population of working/stay athome parents. Parents noted in the survey appreciation for the extra curricular events that are offered after school.</p>

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.	
<input 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 type="checkbox"/> Extra-curricular activities and clubs
<input type="checkbox"/> Other
<p>Findings</p> <p>The Parent/School Climate survey was completed three times this year. Most parents feel our school is safe, but the bus and bathroom was mentioned as an area of concern regarding. 996% of the parents feel staff treat students with respect.</p> <p>99% of the parents feeling comfortable about discussing their concern about their child. 96 % of the parents think we communicate with parents and families. We will continue to improve our safety practices along with communication.</p> <p>97.62% of parents indicated their child(ren) have received positive comments acknowledging good behavior, academic achievement and perfect attendance.</p> <p>91.66% of parents indicated their child received adequate medical attention when referred to the nurse. (4.76 of parents had no opinion.)</p> <p>96.43% of students indicated the school promotes social and responsibility and character development.</p> <p>97.62% of students indicated they feel their child is like and valued.</p> <p>95.24% of parents indicated the school provides adequate technology access and training for students.</p> <p>Parents indicated the following ways they prefer to receive information from the school:</p> <p>28.57% Paper Copies 82.14% Email 11.90% Web 35.71% School Messenger</p> <p>89.29 parents indicated the school promotes healthy eating choices.</p> <p>96.43% of parents indicated classroom newsletter/bulletins effectively communication what is being studied along with school wide events.</p> <p>86.91% of parents indicated the amount of homework is appropriate for their child's needs.</p> <p>92.86% of parents indicate they are informed of their student's progress.</p> <p>95.24% of parents indicate the school encourages their child to do quality work.</p> <p>96.43 of parents indicate administration initiates and supports programs and actions that facilitate a positive, caring climate for learning in an orderly, purposeful and safe environment.</p> <p>94.05% of parents indicated administration promotes high expectation for staff.</p> <p>98.81% of parents indicated administration is visible, friendly and approachable.</p> <p>96.43% of parents indicated families and students are offered meaningful school events.</p> <p>94.05 of parents indicated they are informed and involved in activities.</p> <p>100% of parents indicated the office staff is attentive and helpful.</p> <p>98.81% of parents indicated the campus has a positive atmosphere.</p> <p>97.62% of parents are pleased with the cleanliness of the campus.</p> <p>82.14 % of parents are pleased with the amount of unstructured play.</p> <p>Student attendance was 95.97%.</p> <p>Overall, the surveys were positive.</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.
<input checked="" type="checkbox"/> Teacher attendance
<input type="checkbox"/> Teacher experience and years on campus

<input type="checkbox"/> Class size		
<input type="checkbox"/> Staff retention rates		
<input checked="" type="checkbox"/> Alignment of curriculum, instruction, assessment		
<input checked="" type="checkbox"/> Alignment of CDB scores and STAAR results		
<input checked="" type="checkbox"/> Effectiveness of planning and collaboration		
<input checked="" type="checkbox"/> Professional development experiences and requests		
<input type="checkbox"/> Other		
<table border="1"> <tr> <td style="width: 10%;">Findings</td> <td>Our teachers are provided additional full day planning twice during the school year. Teachers were charged with the develop curriculum maps, planning instruction, and review data to address grade level trends. In addition, the Quintile data was used to monitor and adjust intervention groups, as well as, tutoring groups. Several grade levels used data to drive tutorials after school. The computer based intervention/tutorial assisted in individualizing student review based on data collected on student need. A huge effort was made to provide best practice staff development opportunities with the implementation of PBIS strategies. In addition, the technology integration focus was reinforced with monthly staff development. These instructional best practices were lead by our campus Instructional Leadership Team and Technology Committee/District Technology Support. Our campus teacher attendance is good at 97.64%.</td> </tr> </table>	Findings	Our teachers are provided additional full day planning twice during the school year. Teachers were charged with the develop curriculum maps, planning instruction, and review data to address grade level trends. In addition, the Quintile data was used to monitor and adjust intervention groups, as well as, tutoring groups. Several grade levels used data to drive tutorials after school. The computer based intervention/tutorial assisted in individualizing student review based on data collected on student need. A huge effort was made to provide best practice staff development opportunities with the implementation of PBIS strategies. In addition, the technology integration focus was reinforced with monthly staff development. These instructional best practices were lead by our campus Instructional Leadership Team and Technology Committee/District Technology Support. Our campus teacher attendance is good at 97.64%.
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Priority Needs

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

Priority Need 1

Alignment-Gaps in vertical academic expectations.
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 4 Increased Learning Time

Priority Need 2

Enrichment-On Level/Above Level students are not all making a year's growth on TPRI Data, Reading levels, and STAAR Growth Measure.
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 3 Leadership Effectiveness CSF 4 Increased Learning Time

Priority Need 3

Discipline-Campus has a large number of office referrals when compared to our student enrollment.
CSF 2 Use of Quality Data to Drive Instruction CSF 4 Increased Learning Time CSF 6 School Climate

CAMPUS: HELOTES ES

CAMPUS STAFF DEVELOPMENT PLAN 2017-2018

FOR CERTIFICATION PURPOSES: Campuses are required to keep records of staff development offered during contract days including date, description, number of CPE hours and attendance.

INSTRUCTIONS: In the space below, list staff development required to assure successful implementation of the School Improvement Plan. If you have traded staff development days with teachers workdays, please list the actual date(s) of your staff development activities. If your campus has exchanged Teacher Choice days for alternate campus-wide staff development, fill in the actual date your campus-wide activity occurred (example: campus-side retreat).

Staff Development to be Offered

Date	Alternate Date(s)	Title and Description or Teacher Choice	Staff Development Area	Audience	Targeted Student Group	Funding Source / Costs	# of CPE Hours
08/21/2017	06/21/2017	Team Building-Data Review, Develop New Vision and Mission, Kinder TAC-Kinder, and Team Planning	Instruction	All Staff		Local	6
08/22/2017	08/22/2017	Convocation, Grading Book (TAC) for 1st-5th grades, Cyber Security Training	Assessment	All Staff		Local	6
08/23/2017	08/24/2017	T-TESS Refresher, PLC Training, Multi-Hazard Training	Instruction	All Staff		Local	6
10/09/2017		District Staff Development & PLC Planning	Collaboration	ProfessionStaff		Local	6
11/20/2017	08/14/2017	Retreat-CHAMPS	Classroom Management	All Staff		Other	6
11/21/2017	08/15/2017	Retreat-Grammar Matters	Instruction	All Staff		Other	6
02/19/2018		Vertical Planning-Science Notebooks/Writing focus/Reading/Writing Books	Collaboration	All Professional Staff		Local	6

CAMPUS: HELOTES 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	88%	59%	90%	74%	76%	89%	60%	35%	90%
African-American	67%	33%	100%	62%	72%	67%	33%	0%	100%
Hispanic	86%	51%	90%	70%	74%	86%	55%	27%	90%
White	93%	63%	95%	84%	86%	93%	65%	41%	90%
Economically Disadvantaged	81%	48%	85%	66%	68%	77%	35%	16%	85%
Special Education	43%	29%	52%	44%	48%	35%	12%	6%	75%
At-Risk	67%	21%	75%	58%	58%	67%	21%	5%	75%
Limited English Proficient	0%	0%	100%	62%	63%	50%	0%	0%	100%
Asian	88%	88%	100%	89%	78%	83%	50%	50%	100%
American Indian	100%	100%	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	73%	73%	85%	80%	87%	100%	80%	40%	85%

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	76%	37%	80%	64%	62%	85%	47%	23%	90%
African-American	100%	0%	100%	53%	56%	100%	0%	0%	100%
Hispanic	85%	37%	80%	60%	59%	90%	43%	20%	90%

White	72%	42%	75%	72%	73%	75%	50%	22%	75%
Economically Disadvantaged	71%	43%	80%	56%	52%	67%	22%	0%	70%
Special Education	14%	0%	50%	33%	32%	0%	0%	0%	50%
At-Risk	44%	6%	50%	44%	37%	47%	13%	0%	50%
Limited English Proficient	N/A	N/A	100%	54%	49%	0%	0%	0%	N/A
Asian	0%	0%	100%	85%	72%	100%	50%	50%	75%
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	100%	67%	50%	N/A	N/A	N/A	N/A
Two or More	0%	0%	100%	70%	76%	100%	100%	67%	100%

MATHEMATICS (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Approaches Standard	Approaches Standard	
All Students	90%	62%	90%	79%	80%	91%	68%	33%	95%
African-American	83%	17%	85%	66%	72%	100%	67%	33%	85%
Hispanic	90%	60%	90%	77%	78%	88%	65%	26%	95%
White	91%	65%	90%	87%	88%	93%	70%	39%	95%
Economically Disadvantaged	71%	55%	75%	73%	73%	94%	58%	19%	75%
Special Education	50%	36%	65%	53%	56%	53%	24%	12%	65%
At-Risk	65%	23%	75%	67%	65%	74%	28%	3%	75%
Limited English Proficient	0%	0%	N/A	73%	72%	100%	0%	0%	100%
Asian	88%	88%	90%	94%	86%	100%	67%	33%	90%
American Indian	100%	100%	100%	78%	77%	N/A	N/A	N/A	100%
Hawaiian Pacific Islander	N/A	N/A	100%	80%	78%	N/A	N/A	N/A	N/A
Two or More	91%	55%	100%	82%	89%	100%	80%	40%	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	84%	39%	85%	73%	76%	86%	49%	19%	90%
African-American	100%	50%	100%	59%	68%	100%	100%	0%	100%
Hispanic	82%	32%	85%	68%	73%	81%	31%	8%	85%
White	84%	44%	85%	84%	87%	90%	60%	26%	85%
Economically Disadvantaged	86%	43%	85%	65%	67%	78%	44%	22%	90%
Special Education	40%	20%	75%	44%	46%	43%	29%	14%	75%
At-Risk	52%	10%	70%	56%	59%	68%	32%	0%	70%
Limited English Proficient	N/A	N/A	100%	57%	58%	N/A	N/A	N/A	100%
Asian	100%	20%	100%	89%	75%	50%	50%	50%	100%
American Indian	N/A	N/A	100%	73%	60%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	100%	75%	93%	N/A	N/A	N/A	N/A
Two or More	71%	57%	100%	81%	86%	100%	0%	0%	N/A

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	97%	98%
African-American	95.4%	95.8%	99%	99%
Hispanic	95.6%	95%	97.1%	98%
White	96%	95.8%	97%	98%
Economically Disadvantaged	95.4%	94.4%	96%	98%
Special Education	94.5%	93.9%	96.8%	98%
Limited English Proficient	96.4%	95.8%	98%	98%
Asian	97.8%	96.8%	97.1%	98%
American Indian	95.3%	95.2%	95.2%	98%
Hawaiian Pacific Islander	95.5%	96.1%	95.5%	98%
Two or More	95.9%	96%	97.3%	98%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% of Students Retained	0.98%	0.26%	0.2%

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : Alignment-Gaps in vertical academic expectations.

Goal : Utilize campus vertical teams to establish essential learning for all grade levels.

Goal Details

Student Groups Impacted	All Students, African American, Asian, Special Education, At Risk, Eco-Dis, White, Hawaiian Pacific Islander, ELL, Hispanic, 2 or More
Funding Needed	Local
Timeline for Implementation	August 2017-June 2018
November Progress Check	Activity 1-In progress Activity 2-In progress Activity 3-In progress Activity 4-Completed 09/13/17
March Progress Check	Activity 1-In progress Activity 2-In progress Activity 3-Completed 02/18 Activity 4-Completed 09/13/17
June Progress Check	Activity 1-The staff met 2 out of 3 times. Activity 2-In progress Activity 3-Completed 02/18 Activity 4-Completed 09/13/17

Activity 1

Activity	Reading and Writing Cadre will meet vertically to study the reading/writing books.
Person Responsible	Instructional Leadership Team Administrators Reading Specialist
Monitoring Measures	ERO Attendance Sheet
Title 1 Fund	No
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 2

Activity	All staff will meet 3 times during the school year to vertically revisit, reflect and reevaluate writing strengths and needs using writing samples.
Person Responsible	Instructional Leadership Team Classroom Teachers Special Education Teachers Administrators Reading Specialist
Monitoring Measures	ERO Sheets
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	Revisit staff development on how to implement and apply science concepts/skills using examine, claim, and question technique and meet 2 times vertically to analyze the implementation.
Person Responsible	Instructional Leadership Team Classroom Teachers Special Education Teachers Administrators Reading Specialist Science Facilitator
Monitoring Measures	ERO Attendance Sheets
Title 1 Fund	No
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	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 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 : Enrichment-On Level/Above Level students are not all making a year's growth on TPRI Data, Reading levels, and STAAR Growth Measure.

Goal : Analyze target intervention/enrichment data to determine student growth and progress.

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 2017- June 2018
November Progress Check	Activity 1 In progress Activity 2 In progress Activity 3 In progress
March Progress Check	Activity 1 In progress Activity 2 In progress Activity 3 In progress
June Progress Check	Activity 1-Grade levels consistently met during collaborative planning time to examine data and plan interventions. Activity 2-Sept. 27, 2017 and December 4, 2017 Activity 3-Completed

Activity 1

Activity	Analyze interventions/enrichment data during PLC's and RTI support sessions for all students.
Person Responsible	Classroom teachers Special Education Teachers Reading and Math Specialists Administration
Monitoring Measures	PLC planning template submitted to administration.
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	Provide staff development refresher on progress monitoring.
Person Responsible	Classroom teachers Special Education Teachers Reading and Math Specialists Administration
Monitoring Measures	ERO completion
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	Revisit and analyze Power-Up intervention/enrichment groups on a monthly basis after analyzing data (common assessments, IRI, TPRI and CDB information) during planning.
Person Responsible	Classroom teachers Special Education Teachers Reading and Math Specialists Rotation Specialist Alpha Teacher Administration
Monitoring Measures	Updated Morning Intervention Spreadsheets

Title 1 Fund	No
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 4

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

Activity 5

Activity	
Person Responsible	

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

Goal 3

Need : Discipline-Campus has a large number of office referrals when compared to our student enrollment.

Goal : Reduce office referrals related to classroom infractions by 10%.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	August 2017-June 2018
November Progress Check	In-August 14 Behavior Plan Oct. 06, 2014 100% ClassDojo

March Progress Check	In-August 14 Behavior Plan Oct. 06, 2014 100% ClassDojo 2016-17 22 office referrals 2017-18 23 office referrals
June Progress Check	In-August 14 Behavior Plan Oct. 06, 2014 100% ClassDojo

Activity 1

Activity	All staff will attend the CHAMPS training and implement strategies to assist in the development of classroom expectations.
Person Responsible	PBIS Team-Lori Briones
Monitoring Measures	ERO Sign
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 2. Implement, provide, and communicate programs that will ensure that students understand shared responsibility and have necessary coping skills.

Activity 2

Activity	All professional staff will engage in a campus book study using the CHAMPS book. We will meet 2 times to review concepts and strategies.
Person Responsible	PBIS Team
Monitoring Measures	Participation in Google Classroom with collegial conversations.
Title 1 Fund	No

Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 4. Implement and promote a collaborative approach to school and community safety.

Activity 3

Activity	Systematically review expectations for bathroom, hallway, cafeteria, gym and classroom at least one a week.
Person Responsible	PBIS Team
Monitoring Measures	Staff 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	100% Implementation of Class Dojo to reinforce expectations and communication with parents.
Person Responsible	PBIS Team/ Ian Fitch-Hundere
Monitoring Measures	Dojo Usage Report

Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 1. Explore, implement, and communicate security measures that provide safeguards for the learning environment, using the latest technology.

Activity 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

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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 :

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

Activity 5

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

Goal :

Promote city-wide fitness community health opportunities.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	August 2017-2018
November Progress Check	Walk-A-Paw'n was completed on Sept. 16, 2017.
March Progress Check	Walk-A-Paw'n was completed on Sept. 16, 2017.
June Progress Check	Walk-A-Paw'n was completed on Sept. 16, 2017.

Activity 1

Activity	Provide community events such as Walk-a-Paw'n and Healthy Style Tailgate Event
Person Responsible	PE Teacher PTA Administration
Monitoring Measures	Sign in sheets for the event participation.
Title 1 Fund	No
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 2

Activity	Students participate in the Go Kids Challenge in the Spring
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Person Responsible	PE Teacher Administration
Monitoring Measures	Participation of Completion Information
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 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	
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Activity 5

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