



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



## SCHOOL IMPROVEMENT PLAN

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**HOBBY MIDDLE SCHOOL**

**2017-2018**

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## HOBBY MS

### Needs Assessment 2017-2018

#### Process

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

After discussion with the leadership team at the May Leadership meeting held on May 15, a time was agreed upon that the academic coordinators and Special Education and ESL Teacher would meet to discuss the School Improvement Goals for next year.

On May 26, the leadership team met with the purpose of: defining team effort, establishing a leadership team mission statement, working on our root cause analysis, and finally creating three campus goals.

Marissa Pena came to the campus to assist us with our meeting. After reviewing our five goals from last year, there was discussion that two of the previous goals were more activities than goals and would be addressed as such. The leadership team created three goals on which to focus on with targeted activities to meet the goals.

## 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 type="checkbox"/> Promotion/retention (Elementary)
<input checked="" 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>100% passing scores on Algebra EOC  75% of students made a growth measure of 1 or 2  Improved from last year (35% to 53.4%)</p> <p>Number of students attending Summer School: 26 students (2-8th grade; 15-7th grade; 9-6th grade)</p> <p>STAAR  Reading grade 6: 63% (9 below district)(last year's reading score was 61%)  Math grade 6: 66% (10 below district)(last year's math score was 64%)</p> <p>Reading grade 7: 76% (1 below district) (+15 gain from this cohort's reading scores last year as 6th graders)  Math grade 7: 71% (2 below district) (+7 gain from this cohort's math scores last year)  Writing grade 7: 62% (8 below district)(last year's writing score was 64%-combined tests)</p> <p>Reading grade 8: 83% (5 below district) (+18 gain from this cohort's reading scores last year)  Math grade 8: 77% (6 below district) (+9 from this cohort's reading scores last year)  Science grade 8: 74% (2 below district)(last year's science score was 75%-combined tests)  Social Studies grade 8: 71 (8 above the district) (last year's social studies score was 72% combined tests)</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 checked="" type="checkbox"/>	Discipline
<input checked="" type="checkbox"/>	Grades
<input type="checkbox"/>	CDBs
<input type="checkbox"/>	Common Assessments
<input type="checkbox"/>	Other
Findings	<p>Goal was to have ADA of 96%. Our ADA was consistently between 94-95%.  Discipline data was provided to staff at monthly faculty meetings.  Grade checks were inconsistent.</p>

<b>CSF 3: Leadership Effectiveness</b>	
Leadership Effectiveness targets the need for leadership on the campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Providing job-embedded professional development to build capacity of campus leaders is a vital part of this CSF.	
<input checked="" type="checkbox"/>	Distribution of leadership and responsibilities
<input type="checkbox"/>	Decision making structures on the campus
<input type="checkbox"/>	Teacher input

<input checked="" type="checkbox"/> Campus goals	
<input checked="" type="checkbox"/> Monitoring of teacher performance; feedback to staff	
<input checked="" type="checkbox"/> Communication	
<input type="checkbox"/> Master schedule	
<input type="checkbox"/> Teacher and parent surveys	
<input type="checkbox"/> Other	
Findings	<p>There is a gap between the leadership team and staff in using a common language when defining campus goals, mission, and vision.</p> <p>Communication is not detail oriented, so staff members make assumptions that are not always accurate.</p> <p>No plan is written for tight versus loose sets of norms. Ambiguity exists about protocols which cause confusion and frustration.</p> <p>Ignoring or avoiding data occurs.</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 type="checkbox"/> Response to Intervention	
<input checked="" type="checkbox"/> Interventions implementation and effectiveness	
<input type="checkbox"/> Student identification for increased learning time	
<input type="checkbox"/> Tutorials	
<input type="checkbox"/> Other	
Findings	Saturday Schools (4) took place which focused on reading, writing, and math.

<b>CSF 5: Family/Community Engagement</b>	
<p>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.</p>	
<input checked="" type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Family and community activities	
<input type="checkbox"/> Family and community input	
<input type="checkbox"/> Family and community services	

<input type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	
Findings	<p>Principal used Remind at least three times per week to inform staff members of upcoming events and to provide information.</p> <p>Campus staff was encouraged to "Tell Our Story" through twitter.</p> <p>Campus staff used google classroom for book study.</p> <p>Campus teachers/staff used Remind as a way to communicate with parents about upcoming tests and quizzes.</p> <p>Teachers had electronic newsletters to inform parents of their classroom goings-on.</p> <p>Campus website was updated regularly by campus TSS.</p> <p>PTA communicated upcoming events using facebook.</p> <p>Watermelon Social</p> <p>Staff/8th grade Volleyball and Basketball Nights</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 type="checkbox"/> Extra-curricular activities and clubs	
<input type="checkbox"/> Other	
Findings	<p>A survey of the campus culture was given indicating the need to address communication, discipline, and morale.</p> <p>Discipline: Number of ISS was 203 Total; Number of OSS was 94</p> <p>Student Attendance: 95% on average</p>

<b>CSF 7: Teacher Quality</b>	
Teacher Quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development. Evidence shows that low income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers.	
<input checked="" type="checkbox"/> Teacher attendance	

<input type="checkbox"/> Teacher experience and years on campus		
<input type="checkbox"/> Class size		
<input checked="" type="checkbox"/> Staff retention rates		
<input type="checkbox"/> Alignment of curriculum, instruction, assessment		
<input type="checkbox"/> Alignment of CDB scores and STAAR results		
<input 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>Findings</td> <td>           Teacher Attendance            25 employees had 9 or more absences            34 employees had 6 thru 8.5            39 employees had 5,5 or less         </td> </tr> </table>	Findings	Teacher Attendance 25 employees had 9 or more absences 34 employees had 6 thru 8.5 39 employees had 5,5 or less
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**Priority Needs**

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

Priority Need 1

No plan is in place for how to address student attendance.

CSF 6 School Climate

Priority Need 2

Special Education students are not having their academic and social needs met due to ineffective/inaccurate data collection by teachers when writing PLAAFPs.  
 Teachers are not meeting the needs of all ELL students due to limited knowledge of Proficiency Level Descriptors, scaffolding, and high yield strategies.

CSF 1 Academic Performance  
 CSF 2 Use of Quality Data to Drive Instruction





**CAMPUS: HOBBY MS**

**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		Welcome Back! Breakfast from PTA, Review from Retreat, Campus Goals, Mission Statement, and Principal Vision, PLC Foundations	Collaboration	All Staff	All students	Campus	6
08/22/2017		Breakfast from Admin, PBIS: Review, View, and Preview (Whole Group) Differentiated PD (rotations): Gradebook Training, TTESS Refresher (2 hours), Google, Special Education, Dyslexia, RTI	Instruction	All Staff	At-Risk	Campus	6
08/23/2017		Required Online Training (Food Allergy Awareness, Sexual Harassment/Social Media Training, New Employee Benefits, Employee handbook Acknowledgement) Middle School Pullout: 1:30-4	Instruction	All Staff	All Students	Campus	3

10/09/2017		8:30-11:30 All staff will attend District PD, PLC and RTI, Mindset Presentation by teachers	Instruction	All Staff	GT, At-Risk/SPED, ELL	Campus	3
11/20/2017		TC					
11/21/2017		TC					
02/19/2018		8:30-11:30 All staff will attend District PD, TELPAS, STAAR Vignettes, RTI, and PLC	Instruction	All Staff	GT, At-Risk/SPED, ELL	Campus	3

ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES

READING (Grades 6-8)

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%	40%	72%	74%	79%	74%	39%	18%	80%
African-American	57%	29%	55%	66%	74%	59%	27%	11%	65%
Hispanic	74%	39%	75%	69%	77%	74%	36%	14%	80%
White	78%	53%	80%	85%	87%	85%	55%	30%	89%
Economically Disadvantaged	64%	29%	70%	66%	71%	66%	28%	11%	75%
Special Education	44%	25%	65%	36%	43%	53%	27%	7%	60%
At-Risk	54%	17%	55%	56%	62%	59%	17%	4%	65%
Limited English Proficient	42%	15%	40%	44%	42%	37%	11%	2%	60%
Asian	52%	24%	55%	91%	81%	61%	34%	22%	80%
American Indian	100%	100%	100%	74%	77%	50%	50%	0%	100%
Hawaiian Pacific Islander	40%	0%	50%	76%	81%	40%	0%	0%	60%
Two or More	78%	50%	75%	83%	89%	75%	50%	39%	80%

WRITING (7)

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	65%	34%	70%	68%	70%	62%	33%	10%	75%
African-American	55%	29%	65%	58%	65%	43%	14%	0%	60%
Hispanic	67%	31%	70%	63%	67%	63%	31%	8%	70%
White	71%	47%	75%	79%	81%	68%	49%	18%	80%
Economically Disadvantaged	51%	21%	65%	59%	59%	53%	23%	4%	65%

Special Education	28%	13%	50%	27%	31%	44%	33%	5%	50%
At-Risk	39%	10%	50%	46%	47%	42%	14%	1%	50%
Limited English Proficient	12%	4%	45%	38%	31%	22%	11%	3%	35%
Asian	33%	22%	40%	89%	79%	75%	31%	25%	80%
American Indian	N/A	N/A	N/A	65%	57%	100%	100%	0%	100%
Hawaiian Pacific Islander	0%	0%	N/A	71%	75%	0%	0%	0%	70%
Two or More	100%	25%	100%	76%	82%	71%	57%	29%	75%

### MATHEMATICS (Grades 6-8)

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	69%	30%	70%	76%	77%	71%	34%	10%	78%
African-American	55%	18%	60%	65%	70%	54%	15%	3%	65%
Hispanic	70%	29%	70%	72%	75%	71%	31%	9%	75%
White	76%	41%	78%	85%	86%	80%	48%	20%	80%
Economically Disadvantaged	61%	22%	60%	69%	68%	61%	25%	5%	65%
Special Education	43%	22%	45%	44%	47%	51%	27%	9%	55%
At-Risk	52%	12%	55%	61%	62%	56%	16%	3%	60%
Limited English Proficient	51%	17%	45%	58%	54%	53%	21%	3%	60%
Asian	63%	32%	60%	94%	85%	66%	42%	11%	70%
American Indian	N/A	N/A	N/A	75%	77%	100%	50%	0%	100%
Hawaiian Pacific Islander	40%	0%	45%	78%	83%	50%	0%	0%	60%
Two or More	88%	41%	90%	82%	85%	78%	52%	15%	85%

### ALGEBRA I EOC

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	99%	70%	99%	82%	99%	100%	86%	53%	100%
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**SCIENCE (Grade 8)**

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	75%	44%	75%	74%	76%	74%	47%	18%	78%
African-American	54%	31%	55%	63%	68%	57%	23%	11%	60%
Hispanic	76%	41%	76%	69%	72%	76%	46%	15%	80%
White	83%	59%	80%	86%	88%	85%	65%	29%	86%
Economically Disadvantaged	68%	35%	65%	66%	66%	62%	33%	8%	65%
Special Education	39%	26%	45%	38%	44%	55%	21%	2%	65%
At-Risk	57%	16%	55%	56%	57%	58%	24%	4%	65%
Limited English Proficient	10%	0%	20%	44%	36%	37%	15%	4%	50%
Asian	80%	30%	75%	92%	84%	50%	36%	21%	75%
American Indian	50%	50%	50%	73%	86%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	0%	100%	75%	84%	33%	33%	0%	60%
Two or More	78%	44%	80%	83%	87%	75%	25%	25%	85%

**SOCIAL STUDIES (Grade 8)**

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	73%	37%	70%	62%	63%	71%	34%	18%	75%
African-American	50%	23%	50%	50%	55%	57%	26%	20%	60%
Hispanic	74%	32%	74%	55%	58%	69%	31%	15%	75%
White	80%	58%	80%	75%	80%	87%	50%	28%	90%
Economically Disadvantaged	66%	28%	65%	51%	51%	58%	20%	9%	65%
Special Education	39%	26%	40%	30%	33%	45%	17%	2%	55%

At-Risk	52%	14%	50%	40%	40%	54%	12%	3%	60%
Limited English Proficient	20%	0%	25%	29%	22%	33%	15%	4%	40%
Asian	70%	20%	65%	87%	76%	50%	29%	14%	60%
American Indian	50%	50%	50%	61%	57%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	0%	N/A	63%	84%	67%	0%	0%	75%
Two or More	78%	56%	80%	72%	80%	50%	25%	0%	65%

## ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	94.7%	96%
African-American	95.4%	95.8%	94.7%	96%
Hispanic	95.6%	95%	94.3%	96%
White	96%	95.8%	95%	96%
Economically Disadvantaged	95.4%	94.4%	93.5%	94%
Special Education	94.5%	93.9%	94.6%	95%
Limited English Proficient	96.4%	95.8%	95.2%	95%
Asian	97.8%	96.8%	96.8%	97%
American Indian	95.3%	95.2%	91.8%	98%
Hawaiian Pacific Islander	95.5%	96.1%	99%	99%
Two or More	95.9%	96%	93.5%	95%

## RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% of Students Retained	0.05%	0%	0%

## DROP OUT RATE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	0.4%	0.1%	0.7%	0.1%

African-American	0.6%	0%	0%	0%
Hispanic	0.4%	0.1%	0.4%	0.4%
White	0.2%	0.1%	0.6%	0.4%
Economically Disadvantaged	0.4%	0.2%	1.2%	1%
Special Education	0.4%	0.4%	2.2%	0.1%
Limited English Proficient	0.6%	0.1%	0%	0%
Asian	0.2%	0%	0%	0%
American Indian	0.5%	0%	0%	0%
Hawaiian Pacific Islander	0.4%	0%	0%	0%
Two or More	0.3%	0.4%	12.5%	0%

**PSAT**

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
PSAT Total Score Mean	790	781	790
PSAT Reading/Writing Section Mean	396	388	390
PSAT Math Section Mean	395	393	395

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

### Goal 1

Need : No plan is in place for how to address student attendance.

Goal : The Average Daily Attendance (ADA) will be 96% at the end of the year.

### Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	August 28, 2017-May 31, 2018
November Progress Check	<p>Plan was written and is in place that instructs on how we will address attendance on the campus. It was written by the Attendance committee.</p> <p>Attendance is an agenda item at the weekly admin PLC on Friday's.</p> <p>Students with more that 6 absences=180</p> <p>Students with more than 6 discipline incidents=421</p> <p>Students failing 4 or more courses with overall average=26</p> <p>Students failing any course with average below 59=42</p> <p>Number of students per grade level with more than 10 absences:</p> <p>6th grade=13</p> <p>7th grade=23</p> <p>8th grade 19</p> <p>TOTAL: 55</p>
March Progress Check	Attendance incentives were given to students who met the criteria as a grade level.



June Progress Check	Daily checks for ADA were completed by the VP office, but communication to the staff and students needs improvement. There were more students taking high school courses with attendance issues
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Activity 1

Activity	Attendance Plan
Person Responsible	Greg Dylla, Vice Principal
Monitoring Measures	Run and discuss reports on students each Friday and present at admin weekly meetings
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	Attendance Incentives
Person Responsible	Greg Dylla, Vice Principal
Monitoring Measures	By checking weekly reports, at the end of the six weeks, the grade level with the highest attendance receives an award.
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	Attendance Committee
Person Responsible	Lawrence Carranco
Monitoring Measures	Monthly Meetings to have committee report on status of student attendance
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 4

Activity	We will conduct an Attendance Check for students who have more than 10 absences.
Person Responsible	Lawrence Carranco, Greg Dylla
Monitoring Measures	Attendance Committee meets with Parents
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 3. Implement, provide, and maintain instructional facilities that support a safe, healthy, and comfortable learning environment in a growing community.

**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 : Special Education students are not having their academic and social needs met due to ineffective/inaccurate data collection by teachers when writing PLAAFPs. Teachers are not meeting the needs of all ELL students due to limited knowledge of Proficiency Level Descriptors, scaffolding, and high yield strategies.

Goal :

All students will master TEK objectives for each unit at 70% or higher. (Process goal)  
 Outcome: Special Education students will meet approaches level or higher on state assessment or make a 1 on growth measure or higher. EL students will make gains of 2 or more correct answers on the state assessment. (Outcome goal)  
 Missed Safeguards:  
 Reading, SPED, EL  
 Writing: SPED, EL, AA  
 Math: SPED  
 Social Studies: SPED, AA

Goal Details

Student Groups Impacted	All Students, Special Education, ELL
Funding Needed	Local
Timeline for Implementation	August 28, 2017-May 31, 2018
November Progress Check	<p>PD for PLAAFP implementation has occurred 2 times (August and November)          PD for PLD's has occurred once (August) and also in PLC meeting times with small groups          Weekly progress checks take place by the Special Education case managers and the EL teachers.          Protocols for classroom academic structures have been put into place since the beginning of the school year and continue to be monitored on a daily basis. Walk Throughs by principals, department coordinators, and fellow teachers has occurred where 95% of teachers are consistent with the Daily Objective (verbs underlined), Academic Word Walls, and Anchor Charts.          Professional Learning Communities are the expectation for all teachers. Level Leader Luncheons have occurred twice (November and December) where PLC and Transforming School Culture are the learning tools that are taken from our meetings out to their PLC's and/or levels.          We have 4 EL tutors on the campus serving a population of approximately 50 students in courses: math, science, social studies.          We have monthly SEAM meetings where special education issues are discussed and answers to problems are reviewed and acted upon.</p>
March Progress Check	Continuing the expectations for the campus have been ongoing. Some PLC teams are farther along in the process of following their norms than others, but all continue to meet twice per week and follow the 4 questions posed. No more Level leader luncheons have occurred. Walk throughs must be held in a planned effort. All admin need to have a schedule to follow.
June Progress Check	Continuing the expectations for the campus have been ongoing. Some PLC teams are farther along in the process of following their norms than others, but all continue to meet twice per week and follow the 4 questions posed. No more Level leader luncheons have occurred.

Activity 1

Activity	Professional Development: Writing PLAAFPs and insuring the implementation of IEP designated supports Missed safeguard (SPED) Reading, Writing, Math, SS
Person Responsible	Audrey Grant, Academic Dean Julie Perez, Special Education Coordinator
Monitoring Measures	Special education student grades/CDBs
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Weekly Special Education Progress Check by Casemanagers
Person Responsible	Audrey Grant, Academic Dean Julie Perez, Special Education Coordinator Cristina McFarland, ESL Teacher
Monitoring Measures	Scheduled progress checks on grades
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 3

Activity	<p>Professional Learning Community integration PD</p> <p>August 11, 2017 ELA (Introduction to Collaborative Team Meetings, norms, 4 questions)</p> <p>August 14, Retreat (Introduction to Teams v. Groups, Norms)</p> <p>August 21, 2018 (Introduction to Vision, Mission Statements, staff PD norms)</p> <p>August 15, 2017 Math, SS, and Science (Introduction to Collaborative Team Meetings, norms, 4 questions)</p> <p>August 16, 2017 Math, Science, SS, and ELA meet in collaborative teams to prepare for beginning of the school year.</p>
Person Responsible	<p>Lawrence Carranco, Principal</p> <p>Audrey Grant, Academic Dean</p> <p>Brad Worthington, Math Dept. Coordinator</p> <p>Chris Lykins, SS Dept. Coordinator</p> <p>Tara Zoll, Science Dept. Coordinator</p>
Monitoring Measures	<p>Collaborative Team Meetings</p> <p>Walk Throughs</p> <p>Observations</p>
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	<p>SEAM Monthly Meetings to address the needs of all special education students. (</p>
Person Responsible	<p>Julie Perez, Special Education Coordinator</p> <p>Audrey Grant, Academic Dean</p>
Monitoring Measures	<p>Tally sheet for supplemental aids</p>

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	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	
Person Responsible	
Monitoring Measures	



Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 3

Activity	
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 : All students will participate in physical education on a daily basis.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	September 1, 2016-May 28, 2018
November Progress Check	95% of all students enrolled in PE courses dress out on a daily basis.
March Progress Check	Not all students participated wearing a PE uniform. Those who didn't participated in regular school clothes.
June Progress Check	Discipline issues occurred due to students being assigned after school detention for not dressing out during their PE classes.

Activity 1

Activity	Student Loan
Person Responsible	Curt Svoboda, Head Coach
Monitoring Measures	Daily Participation check
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 3. Implement, provide, and maintain instructional facilities that support a safe, healthy, and comfortable learning environment in a growing community.

Activity 2

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 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	