



NORTHSIDE
SCHOOL



INDEPENDENT
DISTRICT



SCHOOL IMPROVEMENT PLAN

HOFFMANN ELEMENTARY SCHOOL 2017-2018

OUR MISSION

With mutual respect for all, we will strive to cultivate life-long learners where students will reach their highest potential both socially and intellectually.

We will foster a nurturing environment where all children can learn when provided with positive reinforcement, differentiated instruction, and collaborative opportunities to be independent thinkers.

We will consistently reflect upon the needs of our students and with persistence and dedication, respond to each child's needs.

We will provide a foundation from which students can be successful by building a unified partnership among students, parents, teachers, and community to achieve excellence.

HOFFMANN ES

Needs Assessment 2017-2018

Process

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

Our campus collected and reviewed data throughout the year.

~Data review meetings were held within one week of each CDB in grades 2-5 with teachers, administrators, and academic specialists.

~Focused instructional planning meetings were held weekly with fourth and fifth grade teachers with a goal of increasing student growth as measured in Index 2.

~A SIP team was created and a meeting was held with Marissa Pena on March 25th to review current goals, needs, and generate ideas.

~A parent feedback survey was provided in various formats during the month of April. Administrators reviewed feedback and shared with the leadership team.

~Teacher input was solicited during summative reviews on current campus initiatives.

~All staff engaged in an activity focused on the differences between parent involvement and parent engagement based on an NISD Ed Chat during our early release day in May. Ideas for our problem statement were generated and a goal was written with activities supporting the goal coming from staff responses.

~Discipline and attendance data was reviewed by administrators at the end of May.

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 checked="" type="checkbox"/> Student demographics	
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE	
<input checked="" type="checkbox"/> TELPAS	
<input checked="" type="checkbox"/> Promotion/retention (Elementary)	
<input type="checkbox"/> Failure rates (Secondary)	
<input type="checkbox"/> Completion and graduation rates (High School)	
<input type="checkbox"/> SAT/ACT (High School)	
<input type="checkbox"/> AP (High School)	
<input type="checkbox"/> Other campus and district formative assessments, lesson plans	
Findings	<p>Students demonstrated minimal growth in Index 2.</p> <p>Students in the At Risk and SPED sub-pops are not demonstrating growth at the same rate as their peers.</p> <p>LRE is currently above the district expectation of 80%.</p>

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 Assessments
<input type="checkbox"/> Other parent feedback survey
Findings
<p>Our average daily attendance is consistently between 96% and 98%.</p> <p>Misbehavior on the bus and classroom disruption are the primary discipline issues.</p> <p>There are currently 114 students with greater than 10 absences.</p> <p>We have the highest percentage of disciplinary incidents resulting in office referrals compared to other schools similar to us in size and demographics.</p> <p>50% of OSS assignments were SPED and 18% of ISS assignments were SPED.</p> <p>There does not seem to be much difference in disciplinary incidents that result in an office referral among grade levels.</p>

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.
<input checked="" type="checkbox"/> Distribution of leadership and responsibilities
<input type="checkbox"/> Decision making structures on the campus
<input checked="" type="checkbox"/> Teacher input
<input checked="" type="checkbox"/> Campus goals
<input checked="" type="checkbox"/> Monitoring of teacher performance; feedback to staff
<input type="checkbox"/> Communication
<input checked="" type="checkbox"/> Master schedule
<input checked="" type="checkbox"/> Teacher and parent surveys
<input checked="" type="checkbox"/> Other information shared in T-TESS summative conferences
Findings
<p>PLC's worked well this year, teachers felt book study was beneficial.</p> <p>There is a need for more structure within the grade levels without assigned team leaders.</p> <p>Concept-based planning practices are still weak.</p>

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

The STARS team was effective in maintaining communication among teachers within grade levels.

Training was provided when it was necessary.

Interventions continue to be focused more than enrichment during the instructional day.

Special Education teachers need more training in LLI and other programs utilized for intervention.

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 notes from family engagement activity during early release PD

Findings

Most family events involve parent attendance to watch their students do things...not doing things WITH their students.

We have high attendance at the talent show, classroom parties, awards day, field trips, etc.

We have gotten a better response from engaging activities such as STEAM night and Holiday on the Ranch (parents and students did crafts together.)

The engagement piece seems to be lacking from many of our events.

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 information shared during T-TESS summatives; data on admin dashboard

Findings

CHAMPS is not utilized with fidelity among all staff.

There is a need for more clarity when it comes to handling student discipline with students who receive special education support.

Our average daily attendance is consistently between 96% and 98%.

There are currently 114 students with greater than 10 absences.

We have the highest percentage of disciplinary incidents resulting in office referrals compared to other schools similar to us in size and demographics.

50% of OSS assignments were SPED and 18% of ISS assignments were SPED.

There does not seem to be much difference in disciplinary incidents that result in an office referral among grade levels.

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

<input checked="" type="checkbox"/> Effectiveness of planning and collaboration	
<input checked="" type="checkbox"/> Professional development experiences and requests	
<input type="checkbox"/> Other	
Findings	<p>Teacher attendance is consistently below student attendance each week.</p> <p>Concept-based planning practices are still weak.</p> <p>Over half of our teachers have between 0 and 10 years experience.</p> <p>30 staff members have over 10 absences this school year (including ESB and LOA).</p> <p>18 staff members are receiving a stipend for having a Masters degree.</p>

Priority Needs

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

Priority Need 1

The problem is too few parents and community members are actively engaged in school activities.
CSF 5 Family and Community Engagement

Priority Need 2

The problem is that not all students are given opportunities to participate in enrichment activities based on their interest and readiness levels within the school day.
CSF 4 Increased Learning Time CSF 6 School Climate

Priority Need 3

The problem is that 20% of students at Hoffmann have engaged in behaviors that resulted in office referrals, which is more than any other school similar in size or demographics.
CSF 6 School Climate

Priority Need 4

The problem is that the average number of points earned on the composition portion of the fourth grade writing STAAR is 3.8 out of a possible 8. The average number of points earned in the Economically Disadvantaged sub-group is 2.8.
CSF 1 Academic Performance

Priority Need 5

The problem is that while 80% of students receiving Special Education support met or exceeded their progress measure, too few achieved Approaches Grade Level or Met Standard.
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction

Campus: HOFFMANN ES

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 05/31/2017

SAT Member	Name	Signature
Principal	Carrie Squyres	
Parent Community Representative	Melanie McCracken	
Staff Representative	Sara Geissler	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Carrie Squyres	Principal
Melanie Strawbridge	Administrator
Meagan Crockett	Staff Member
Sara Geissler	Staff Member
Lawrence Beebe	Staff Member
Stacy Meyer	Parent
Melanie McCracken	Parent
Joel Trejo	Parent
Angela Hairston	Parent

CAMPUS: HOFFMANN 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	08/22/2017	Teacher Access Center & T-TESS Refresher	Instruction	Prof. Staff	PK-5		2
08/22/2017	08/23/2017	Guided Math: Presented by campus team trained by Nikki Newton, held in partnership with Mireles ES.	Instruction	Teachers	K-5		6
08/23/2017	08/24/2017	Convocation PLC Next Steps	Instruction	Prof. Staff	PK-5		2
10/09/2017		Planning for Writing Success, Part Two District PD 1/2 day	Instruction	Teachers	K-5		6
11/20/2017		Teacher Choice	Instruction	Prof. Staff	K-5		6
11/21/2017		Teacher Choice	Instruction	Prof. Staff	K-5		6
02/19/2018		Guided Math	Instruction	Teachers	K-5		6

ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES

READING (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	85%	60%	87%	74%	76%	85%	57%	36%	90%
African-American	81%	59%	83%	62%	72%	83%	51%	29%	90%
Hispanic	83%	55%	85%	70%	74%	83%	51%	30%	90%
White	89%	66%	92%	84%	86%	88%	69%	50%	94%
Economically Disadvantaged	70%	35%	75%	66%	68%	71%	36%	18%	75%
Special Education	51%	26%	55%	44%	48%	50%	22%	11%	60%
At-Risk	55%	21%	58%	58%	58%	62%	19%	7%	65%
Limited English Proficient	46%	46%	50%	62%	63%	75%	25%	13%	80%
Asian	91%	82%	94%	89%	78%	92%	77%	54%	94%
American Indian	N/A	N/A	N/A	73%	58%	N/A	N/A	N/A	100%
Hawaiian Pacific Islander	80%	60%	83%	75%	71%	0%	0%	0%	83%
Two or More	85%	67%	88%	80%	87%	88%	55%	33%	90%

WRITING (4)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	77%	47%	80%	64%	62%	66%	41%	18%	80%
African-American	83%	50%	86%	53%	56%	88%	13%	0%	90%
Hispanic	73%	44%	76%	60%	59%	57%	34%	13%	76%
White	83%	55%	86%	72%	73%	67%	50%	28%	86%
Economically Disadvantaged	52%	27%	55%	56%	52%	36%	12%	6%	60%

Special Education	32%	5%	40%	33%	32%	33%	28%	11%	50%
At-Risk	32%	9%	40%	44%	37%	19%	5%	3%	40%
Limited English Proficient	0%	0%	52%	54%	49%	0%	0%	0%	60%
Asian	67%	67%	70%	85%	72%	100%	83%	33%	90%
American Indian	N/A	N/A	N/A	61%	71%	N/A	N/A	N/A	100%
Hawaiian Pacific Islander	N/A	N/A	N/A	67%	50%	N/A	N/A	N/A	N/A
Two or More	82%	36%	85%	70%	76%	100%	58%	17%	90%

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	88%	64%	90%	79%	80%	86%	62%	36%	90%
African-American	81%	44%	84%	66%	72%	79%	59%	29%	84%
Hispanic	88%	60%	90%	77%	78%	86%	55%	29%	90%
White	91%	74%	94%	87%	88%	87%	77%	47%	94%
Economically Disadvantaged	72%	40%	75%	73%	73%	75%	39%	17%	80%
Special Education	62%	28%	65%	53%	56%	58%	29%	11%	65%
At-Risk	64%	23%	65%	67%	65%	65%	29%	10%	70%
Limited English Proficient	85%	46%	88%	73%	72%	88%	50%	38%	90%
Asian	100%	82%	100%	94%	86%	92%	77%	69%	90%
American Indian	N/A	N/A	N/A	78%	77%	N/A	N/A	N/A	100%
Hawaiian Pacific Islander	80%	60%	83%	80%	78%	100%	100%	0%	90%
Two or More	81%	63%	84%	82%	89%	94%	55%	36%	95%

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	

All Students	83%	46%	86%	73%	76%	81%	48%	22%	85%
African-American	50%	25%	54%	59%	68%	71%	43%	14%	80%
Hispanic	83%	39%	86%	68%	73%	81%	43%	21%	86%
White	89%	59%	92%	84%	87%	90%	65%	29%	95%
Economically Disadvantaged	69%	31%	70%	65%	67%	59%	22%	14%	70%
Special Education	38%	25%	45%	44%	46%	38%	19%	0%	50%
At-Risk	51%	12%	55%	56%	59%	56%	5%	2%	60%
Limited English Proficient	N/A	N/A	N/A	57%	58%	N/A	N/A	N/A	100%
Asian	100%	33%	100%	89%	75%	100%	50%	50%	100%
American Indian	N/A	N/A	N/A	73%	60%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	75%	50%	80%	75%	93%	N/A	N/A	N/A	N/A
Two or More	80%	80%	85%	81%	86%	62%	31%	8%	70%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	96.8%	98%
African-American	95.4%	95.8%	97.4%	98%
Hispanic	95.6%	95%	96.7%	98%
White	96%	95.8%	96.8%	98%
Economically Disadvantaged	95.4%	94.4%	95.6%	98%
Special Education	94.5%	93.9%	95.8%	98%
Limited English Proficient	96.4%	95.8%	95.9%	98%
Asian	97.8%	96.8%	97.1%	98%
American Indian	95.3%	95.2%	96.9%	98%
Hawaiian Pacific Islander	95.5%	96.1%	96.3%	98%
Two or More	95.9%	96%	97.3%	98%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	0.48%	0.4%
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17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : The problem is too few parents and community members are actively engaged in school activities.

Goal : Opportunities will be given for parents and students to provide input on school activities and feedback to school staff.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	August 2017-June 2018
November Progress Check	<p>Activity One: An actual "Parent Engagement Program" has not been formed. However, our PTA executive board has done an excellent job of bringing more parents onto campus than ever before. The PTA President, Amanda Wall, has assembled a top notch group of volunteers who not only interact with the staff and students but also the public.</p> <p>Activity Two: Due to district required training we have not had any student panels this year. We are planning on having one on our staff development day in February. This student panel will focus on the benefits of guided math instruction.</p> <p>Activity Three: Hoffmann third grade teachers held a family academic night in October titled "Don't Be Spooked by STAAR." The was well attended and another academic night will be scheduled for the spring.</p>
March Progress Check	There has not been much progress on this goal since November. We did not do student panels as planned in February, because our MSD staff member changed and this changed our focus.
June Progress Check	There has not been much progress on this goal since November. We did not do student panels as planned in February, because our MSD staff member changed and this changed our focus.

Activity 1

Activity	<p>A parent engagement program will be created. This group will include representatives from each grade level. This group will seek to bring together PTA members and SAT committee members for the purpose of:</p> <ul style="list-style-type: none"> ~creating opportunities to provide input in the planning phases of all campus-wide events and collect feedback after the event ~recruiting parents and community members for the program ~increasing communication between the school and community
Person Responsible	<p>Lead Teacher: Sara Geissler Administrators</p>
Monitoring Measures	<p>Minutes taken during formal meetings Parent feedback via campus survey sent in April</p>
Title 1 Fund	No
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	<p>Student panels will be conducted during each nine weeks throughout the year. Panels will be selected by campus administrators and questions will be presented to students during campus PLC meetings with staff. Topics for student panels will be based on campus goals, including but not limited to student engagement, assessment, and campus activities.</p>
Person Responsible	<p>Administrators Campus staff as appropriate based on panel topic</p>
Monitoring Measures	<p>Student feedback Staff feedback collected after student panels</p>
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	

Educate Diverse Learners	Objective 3. Implement systems to promote the development of student leadership, critical thinking, and self-management skills.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Two Parent Academies will be held in conjunction with scheduled PTA meetings during the school year. The objective will be to provide parents with best practices and strategies regarding how to best support their child(ren). The academies will provide an opportunity for parents to receive training, observe a modeled lesson, and participate in a hands-on activity with their child.
Person Responsible	Administrators Academic Specialists Teachers
Monitoring Measures	Parent feedback collected after the event
Title 1 Fund	No
Title 1 Campuses	
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 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 2

Need : The problem is that not all students are given opportunities to participate in enrichment activities based on their interest and readiness levels within the school day.

Goal : All students will be provided structured time within the school day to participate in enrichment activities based on their interest and/or readiness level.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	August 2017-June 2018
November Progress Check	<p>Activity One: This program has not been fully implemented as of this progress check. We experienced unexpected growth and have struggled recently to maintain existing programs due to staff illnesses and other emergencies. The leadership team is still working on a way to execute this program and we hope to have it fully implemented by the March progress check.</p> <p>Activity Two: The staff attended professional development at the end of August, along with the Mireles staff, that focused on Guided Math. This PD focused on the first 20 days and teachers were provided time to plan with the expectation of implementation. Instructional rounds were completed by the team that attended the Nikki Newton boot camp and provided the training in August. They are working to identify next steps.</p>
March Progress Check	We have not implemented this goal fully. We have had regular conversations with grade level PLCs about providing quality enrichment activities in their planning. We are looking at doing enrichment activities to meet individual student interests across the campus during the Month of May, and then to implement more fully going into next school year.
June Progress Check	We have not implemented this goal fully. We have had regular conversations with grade level PLCs about providing quality enrichment activities in their planning. We are looking at doing enrichment activities to meet individual student interests across the campus during the Month of May, and then to implement more fully going into next school year.

Activity 1

Activity	All students will participate in a campus-wide enrichment program during the second and fourth nine week periods. Interest surveys will be collected during the first and third nine week periods from students and groups will be formed based on the surveys. Campus staff will also be given an opportunity to provide input and be assigned to student groups. An enrichment block of at least 45 minutes will be provided each Friday during the regular school day in the second and fourth nine week periods.
Person Responsible	Administrators Counselors Teachers and Instructional Assistants
Monitoring Measures	Students will have the opportunity to display what they have learned during the enrichment block during a campus showcase at the end of the second and fourth nine week periods.
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 2

Activity	A campus team will attend a Guided Math training on August 14th presented by Dr. Nikki Newton. The campus team will present to all teachers during the week of August 21st. The focus of this training will be on implementation during the first 20 days of school and will include time for teachers to create stations that include activities for enrichment. During the first week of October, the campus team will conduct instructional rounds during Guided Math and provide feedback and recommendations.
Person Responsible	Tracy Martinez, Math Staff Developer Classroom Teachers Administrators
Monitoring Measures	Feedback after Instructional Rounds
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	
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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 4

Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
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 : The problem is that 20% of students at Hoffmann have engaged in behaviors that resulted in office referrals, which is more than any other school similar in size or demographics.

Goal : Disciplinary incidents that require administrative intervention will decrease by a minimum of 5% during the 2017-2018 school year.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	August 2017-June 2018

November Progress Check	The campus climate PLC met in August to develop a plan to curb disciplinary referrals. The PLC suggested utilizing Class Dojo in the cafeteria to curb behaviors during lunch. The PLC also looked at data and decided that it would be best to continue to teach CHAMPS expectations across all grade levels. At this time, few students have engaged in behaviors that resulted in office referrals and/or loss of instructional time.
March Progress Check	The Cafe Dojo system is still working well and has provided students an incentive to use appropriate cafeteria behavior most of the time. However, we have seen an increase in office referrals due to larger scale incidents. (Aggressive behaviors and disruption of environment) The VP will be meeting with the campus climate PLC again soon to re-assess.
June Progress Check	The Cafe Dojo system worked well overall and provided students an incentive to use appropriate cafeteria behavior most of the time. The VP will be meeting with the campus climate PLC before school begins to re-assess and re-align goals.

Activity 1

Activity	The Campus Climate PLC will conduct a data review and root cause analysis from this year's campus disciplinary data. This PLC will provide ideas for implementation and professional development needed.
Person Responsible	Carrie Squyres, Principal Melanie Strawbridge, Vice Principal Campus Climate PLC members
Monitoring Measures	Sign-in sheet and notes from meeting
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 3. Implement systems to promote the development of student leadership, critical thinking, and self-management skills.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	
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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	
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Goal 4

Need : The problem is that the average number of points earned on the composition portion of the fourth grade writing STAAR is 3.8 out of a possible 8. The average number of points earned in the Economically Disadvantaged sub-group is 2.8.

Goal : Students in the Economically Disadvantaged subgroup will increase the average number of points earned on the writing composition portion of the STAAR assessment from 2.8 to 4.2, a 50% improvement.

****Campus did not meet safeguard of 60% in Hispanic and Economically Disadvantaged subgroups in writing.****

Goal Details

Student Groups Impacted	Eco-Dis
Funding Needed	Local
Timeline for Implementation	August 2017-June 2018
November Progress Check	Teachers were provided with the ELAR alignment and instructions on how to use it. Teachers are required to note the prerequisite skills needed on their lesson planning document. The allows teachers to easily scaffold their lessons in any area, not just writing. Teachers are further expected to know the classifications of their students (eco dis, etc.). Finally, a baseline writing sample was completed by all students in October and another writing sample will be collected in May.
March Progress Check	We have continued to have conversations regarding writing instruction during PLC meetings and specifically on the use of utilizing the vertical alignment documents. According to the writing CDB data, our Eco Dis pop scored 46% and our Hispanic sub-group scored 52%. These scores will not allow us to meet the 60% safeguard, but plans were made to provide support and intervention during the data meeting we held immediately after administration of the CDB.
June Progress Check	We continued to have conversations regarding writing instruction during PLC meetings and specifically on the use of utilizing the vertical alignment documents. STAAR data: Overall writing at Approaches level: 71%; Eco-Dis 60%; Hispanic 64%

Activity 1

Activity	<p>Teachers in grades 1-5 will utilize the ELAR TEKS Alignment to assess their Eco Dis student's specific needs on the writing baseline sample collected by September 22,2017.</p> <p>Kindergarten teachers will utilize the ELAR TEKS Alignment to assess their Eco Dis student's specific needs on the writing baseline sample collected by October 20,2017.</p> <p>Teachers will design lessons and provide intervention to address specific needs.</p>
Person Responsible	<p>Classroom Teachers K-5</p> <p>Literacy Specialist</p> <p>Administrators</p>
Monitoring Measures	<p>Writing interventions will be documented and progress monitored in eRtl.</p> <p>Writing samples collected by June 6, 2017 in each grade level will show improvement in the specific areas identified in the baseline.</p>
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

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

Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
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Activity 4

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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	
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Activity 5

Activity	
Person Responsible	
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Goal 5

Need : The problem is that while 80% of students receiving Special Education support met or exceeded their progress measure, too few achieved Approaches Grade Level or Met Standard.

Goal : Fifty percent of Special Education students in grades 3, 4, and 5 will meet the current passing standard in addition to their individual progress measure on either the STAAR reading or STAAR math assessment.

Campus did not meet safeguard of 60% in reading in Special Education subgroup.

Goal Details

Student Groups Impacted	Special Education
Funding Needed	
Timeline for Implementation	August 2017 through June 2018
November Progress Check	Activity One: Kindergarten students are being serviced through Motor Lab and whole group Open Court phonics. First grade students are serviced through differentiated Open Court Phonics instruction. Second through fifth grades are servicing students through specialized support in either reading or math dependent on the needs of the student.
March Progress Check	The following activities are still occurring: Activity One: Kindergarten students are being serviced through Motor Lab and whole group Open Court phonics. First grade students are serviced through differentiated Open Court Phonics instruction. Second through fifth grades are servicing students through specialized support in either reading or math dependent on the needs of the student.
June Progress Check	The following activities occurred through the end of April: Activity One: Kindergarten students are being serviced through Motor Lab and whole group Open Court phonics. First grade students are serviced through differentiated Open Court Phonics instruction. Second through fifth grades are servicing students through specialized support in either reading or math dependent on the needs of the student.

Activity 1

Activity	Thirty minutes of specialized instruction or targeted intervention in reading or math will be provided to students receiving Special Education services. Teachers will receive training in all targeted intervention programs utilized.
Person Responsible	Special Education Teachers Math Staff Developer Reading Specialist Administrators
Monitoring Measures	During instructional meetings held every 3 weeks with administrators and instructional specialists, data will be reviewed. Student progress will be monitored through IEP progress reports and data collection.
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 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	
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Activity 4

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Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
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Activity 5

Activity	
Person Responsible	

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

Goal : All students will participate in structured physical exercise weekly in addition to scheduled PE classes.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	August 2017-June 2018
November Progress Check	Teachers are working Go Noodle or similar programs into their daily lesson plans. Go Noodle reports indicate that this program is being utilized.
March Progress Check	We've been sharing Go Noodle staff usage reports monthly, and are still ensuring that it's being utilized. We worked with PTA to start the Hoffmann Running Club during the second semester of school. The school participated in a Fun Run in March, as a PTA fund raiser. The school participated in a Heroes for Health celebration in March as well.
June Progress Check	We've been sharing Go Noodle staff usage reports monthly, and are still ensuring that it's being utilized. We had a large team at the NEF 5K and will be continuing the Girls on the Run program.

Activity 1

Activity	All classroom teachers will utilize Go Noodle to provide frequent brain breaks and movement opportunities throughout the week.
Person Responsible	Teachers Administrators
Monitoring Measures	Monthly Go Noodle reports Noted activities in lesson plans
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 6. Utilize technology in advanced and innovative ways to support instruction and facilitate learning
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	
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 3

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Title 1 Campuses	
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Person Responsible	
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Title 1 Campuses	
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