



NORTHSIDE
SCHOOL



INDEPENDENT
DISTRICT



SCHOOL IMPROVEMENT PLAN

HOWSMAN ELEMENTARY SCHOOL

2017-2018

OUR MISSION

Learning and Leading to Achieve Our Dreams

HOWSMAN ES

Needs Assessment 2017-2018

Process

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

1. Reviewed 2016 STAAR Data and CDB data with C.O. C&I to identify instructional issues and trends.
2. Compiled all available data listed under CFS 1-7 including the information from the meeting with C&I above.
3. Share the compiled data and the 2016-2017 needs analysis with the Leadership Team.
4. Conduct needs analysis with the Leadership Team based on compiled data.

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 type="checkbox"/> TELPAS	
<input type="checkbox"/> Promotion/retention (Elementary)	
<input type="checkbox"/> Failure rates (Secondary)	
<input type="checkbox"/> Completion and graduation rates (High School)	
<input type="checkbox"/> SAT/ACT (High School)	
<input type="checkbox"/> AP (High School)	
<input type="checkbox"/> Other	
Findings	<ol style="list-style-type: none"> 1. Our Eco/Dis population is growing slightly but is still at around 75%. 2. Our special education population continues to struggle academically, while all other sub pops perform closely to the all student group. 3. Our STAAR scores continue to stay steady at a 75% passing rate. Our 6 year passing average for STAAR continues to remain at 75%. 4. We have a systemic core instruction issue in Reading, Writing, and Math based on our consistent 25% failure rate over the last 6 years. 5. System Safeguards were missed: Reading: Special Ed & ELL; Math: Special Ed; Writing: All Students, Hispanic, Economically Disadvantaged, and ELL; Science: ELL

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		
<table border="1"> <tr> <td style="width: 15%;">Findings</td> <td> <p>1. Student daily attendance averaged around 95% for the school year; however, we have a very high absentee rate for multiple absences (approaching and over 10 absences) .</p> <p>2. Discipline was examined and was not found to be a systemic issue or problematic for academic performance.</p> <p>3. Classroom grades were compared to STAAR and CDB performance, and a significant discrepancy between students receiving passing classroom grades and students passing STAAR and CDB's still exists with little change from last year.</p> <p>4. eRTI Reports, Intervention Usage Reports, and NEAR data was examined and it was determined that:</p> <ul style="list-style-type: none"> * We are not consistently and effectively using our computer based interventions * We are not maintaining student information in the e-RTI process for students consistently over time. Students have years missing and data is not regularly entered for all students currently in e-RTI. </td> </tr> </table>	Findings	<p>1. Student daily attendance averaged around 95% for the school year; however, we have a very high absentee rate for multiple absences (approaching and over 10 absences) .</p> <p>2. Discipline was examined and was not found to be a systemic issue or problematic for academic performance.</p> <p>3. Classroom grades were compared to STAAR and CDB performance, and a significant discrepancy between students receiving passing classroom grades and students passing STAAR and CDB's still exists with little change from last year.</p> <p>4. eRTI Reports, Intervention Usage Reports, and NEAR data was examined and it was determined that:</p> <ul style="list-style-type: none"> * We are not consistently and effectively using our computer based interventions * We are not maintaining student information in the e-RTI process for students consistently over time. Students have years missing and data is not regularly entered for all students currently in e-RTI.
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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.	
<input checked="" type="checkbox"/> Distribution of leadership and responsibilities	
<input checked="" 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 checked="" type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Master schedule	
<input checked="" type="checkbox"/> Teacher and parent surveys	
<input type="checkbox"/> Other	
Findings	<p>1. The leadership team has taken a more active part in student achievement in the 2016-2017 school year, and will continue to work on improving student achievement during the 2017-2018 school year.</p> <p>2. The Readers Workshop Pilot Committee has taken on a major role for the 2017-2018 school year with the campus wide rollout of Readers Workshop.</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	<p>1. Although improved somewhat from last year e-RTI data still indicates inconsistencies between grade levels. Student would be on TIER I in kinder, then not have another TIER entry for 3 years, and then fail 3rd grade STAAR. Although fewer than last year, this was not an isolated incident.</p> <p>2. Student usage of computer based interventions was found to be lacking with many students averaging less than 15 minutes a week for computer based interventions. Our tracking plan for interventions for the year worked in telling us that students were not effectively using interventions throughout the year, but did not provide the necessary data on how to effectively address the problem.</p> <p>3. Student academic results appear to be the same as last year without tutoring. The leadership team felt the switch to the day tutor from after school tutoring was the right direction to go, but that we needed to start earlier in the year for the tutor to be effective.</p>
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CSF 5: Family/Community Engagement

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

 Communication Family and community activities Family and community input Family and community services Second language communication Other

Findings	<p>1. Parent involvement was found to be very strong with upwards of 200 people attending all campus events. It was also found that there was always an abundance of volunteers at campus events.</p> <p>2. Traditional means of communication such as classroom newsletters, school calendars, call outs, and the marquee were found to be effective in communicating with parents.</p> <p>3. The school has started to use Twitter to communicate with parents and promote the school, but we have not utilized it's potential for staff development and communication as a faculty.</p>
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CSF 6: School Climate	
School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.	
<input checked="" type="checkbox"/> Teacher surveys	
<input checked="" type="checkbox"/> Parent surveys	
<input checked="" type="checkbox"/> Student surveys or panels	
<input checked="" type="checkbox"/> Discipline	
<input checked="" type="checkbox"/> Student attendance	
<input checked="" type="checkbox"/> Extra-curricular activities and clubs	
<input type="checkbox"/> Other	
Findings	<ol style="list-style-type: none"> 1. School climate was found to be positive and moving in the right direction, but that more work with the Leader in Me was needed. 2. School discipline data was reviewed and no systemic problems were believed to exist. 3. Average daily attendance for teachers and students was around 95%, but we have a large number of students with excessive absences (approaching 10 or more than 10). 4. Before and after school clubs (chess club, coding club, book club, solar cars, and ballet folklorico) were found to be well attending and having a beneficial effect on school climate.

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 checked="" type="checkbox"/> Teacher experience and years on campus	
<input type="checkbox"/> Class size	
<input checked="" 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	
Findings	<ol style="list-style-type: none"> 1. Grade level planning days were effective and need to continue in 2017-2018. 2. After school planning on Wednesday's was effective and should continue for 2017-2018. 3. Additional and ongoing training for the Readers Workshop Initiative will be needed.

Priority Needs

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

Priority Need 1

Improve student achievement in Reading:

- Readers Workshop
- Differentiated Instruction
- Target the lowest performing 25% of students
- Effectively use computer based interventions

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

Priority Need 2

Improve student achievement in Math:

- Guided Math
- Differentiated Instruction
- Recursive Review: Math Walls, School Wide Homework, & Math Facts
- Target the lowest performing 25% of students
- Effectively use computer based interventions

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

Priority Need 3

Improve student achievement in Writing:

- Writers Workshop
- Differentiated Instruction
- School wide writing assessments every 9 weeks for all grades
- Target the lowest performing 25% of students

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

Priority Need 4

Improve School Climate through the Leader in Me (LIM):

- LIM Rallies
- LIM Student Advisory Council
- Focus Friday (weekly class meetings focusing on a specific habit)
- Career Day

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

Priority Need 5

Improve student achievement in Science:
- District Science Curriculum
- Differentiated Instruction
- Target the lowest performing 25% of students

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

Campus: HOWSMAN ES

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 05/30/2017

SAT Member	Name	Signature
Principal	Tom BUente	
Parent Community Representative	Delma Gonzales	
Staff Representative	Cecilia Buechner	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Terry Buechner	Community Member
Megan Pursell	Business Representative
Julissa Lopez	Business Representative
Delma Gonzales	Parent
Estrella Butcher	Parent
Lacie Valadez	Parent
Annie Brun	Parent
Natalia DeLaGarza	Staff Member
Delia Molina	Staff Member
Elizabeth Hernandez	Staff Member
Audrey Sifuentes	Principal
Terry Buechner	Community Member
Megan Pursell	Business Representative
Julissa Lopez	Business Representative
Delma Gonzales	Parent
Estrella Butcher	Parent
Lacie Valadez	Parent
Annie Brun	Parent

Natalia DeLaGarza	Staff Member
Delia Molina	Staff Member
Elizabeth Hernandez	Staff Member
Audrey Sifuentes	Principal
Terry Buechner	Community Member
Megan Pursell	Business Representative
Julissa Lopez	Business Representative
Delma Gonzales	Parent
Estrella Butcher	Parent
Lacie Valadez	Parent
Annie Brun	Parent
Natalia DeLaGarza	Staff Member
Delia Molina	Staff Member
Elizabeth Hernandez	Staff Member
Audrey Sifuentes	Principal
Terry Buechner	Community Member
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Annie Brun	Parent
Natalia DeLaGarza	Staff Member
Delia Molina	Staff Member
Elizabeth Hernandez	Staff Member
Audrey Sifuentes	Principal

CAMPUS: HOWSMAN 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		Readers Workshop/Data Review/Professional Learning Communities	Instruction	All Staff	All Students	Title I, Title III, SCE, Local	6
08/22/2017		Readers Workshop/Data Review/Professional Learning Communities	Instruction	All Staff	All Student	Title I, Title III, SCE, Local	6
08/23/2017		Readers Workshop/Data Review/Professional Learning Communities	Instruction	All Staff	All Students	Title I, Title III, SCE, Local	3
10/09/2017		District Staff Development 1/2 Day Readers Workshop/Data Review/Professional Learning Communities 1/2 Day	Instruction	All Staff	All Students	Title I, Title III, SCE, Local	6
11/20/2017		Teacher Choice Hours					
11/21/2017		Teacher Choice Hours					
02/19/2018		Readers Workshop/Data Review/Professional Learning Communities	Instruction	All Staff	All Students	Title I, Title III, SCE, Local	6

CAMPUS: HOWSMAN 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	71%	38%	80%	74%	76%	70%	41%	20%	80%
African-American	50%	29%	80%	62%	72%	87%	48%	30%	90%
Hispanic	69%	35%	80%	70%	74%	67%	37%	17%	80%
White	89%	51%	90%	84%	86%	76%	57%	31%	85%
Economically Disadvantaged	67%	34%	80%	66%	68%	66%	36%	17%	80%
Special Education	26%	18%	50%	44%	48%	29%	21%	6%	50%
At-Risk	58%	24%	65%	58%	58%	54%	21%	9%	65%
Limited English Proficient	65%	33%	80%	62%	63%	54%	30%	16%	80%
Asian	100%	75%	80%	89%	78%	100%	0%	0%	100%
American Indian	N/A	N/A	N/A	73%	58%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	71%	100%	0%	0%	100%
Two or More	100%	67%	90%	80%	87%	83%	67%	50%	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	54%	23%	80%	64%	62%	58%	22%	9%	80%
African-American	38%	25%	80%	53%	56%	86%	43%	0%	90%
Hispanic	54%	18%	80%	60%	59%	53%	17%	7%	80%

White	61%	44%	80%	72%	73%	71%	36%	14%	80%
Economically Disadvantaged	48%	19%	80%	56%	52%	49%	16%	5%	80%
Special Education	15%	8%	50%	33%	32%	17%	8%	0%	50%
At-Risk	35%	9%	80%	44%	37%	38%	11%	6%	80%
Limited English Proficient	33%	13%	80%	54%	49%	44%	18%	9%	80%
Asian	N/A	N/A	N/A	85%	72%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	N/A	61%	71%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	67%	50%	N/A	N/A	N/A	N/A
Two or More	N/A	N/A	N/A	70%	76%	100%	100%	100%	80%

MATHEMATICS (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	73%	35%	80%	79%	80%	73%	43%	21%	80%
African-American	54%	25%	80%	66%	72%	61%	39%	17%	80%
Hispanic	72%	32%	80%	77%	78%	73%	42%	20%	80%
White	82%	56%	90%	87%	88%	78%	53%	27%	85%
Economically Disadvantaged	68%	29%	80%	73%	73%	70%	39%	18%	80%
Special Education	30%	23%	50%	53%	56%	32%	21%	3%	50%
At-Risk	61%	19%	80%	67%	65%	59%	25%	9%	80%
Limited English Proficient	71%	31%	80%	73%	72%	58%	30%	11%	80%
Asian	100%	50%	90%	94%	86%	100%	100%	0%	100%
American Indian	N/A	N/A	N/A	78%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	80%	78%	100%	0%	0%	100%
Two or More	100%	67%	80%	82%	89%	83%	50%	33%	85%

SCIENCE (Grade 5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	72%	29%	80%	73%	76%	68%	36%	15%	80%
African-American	57%	29%	80%	59%	68%	67%	17%	17%	80%
Hispanic	72%	26%	80%	68%	73%	69%	35%	11%	80%
White	73%	40%	85%	84%	87%	63%	47%	32%	80%
Economically Disadvantaged	68%	26%	80%	65%	67%	66%	31%	12%	80%
Special Education	54%	15%	50%	44%	46%	14%	7%	0%	50%
At-Risk	60%	19%	80%	56%	59%	54%	24%	5%	80%
Limited English Proficient	45%	18%	80%	57%	58%	52%	28%	7%	80%
Asian	100%	100%	80%	89%	75%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	N/A	73%	60%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	93%	N/A	N/A	N/A	N/A
Two or More	100%	0%	100%	81%	86%	N/A	N/A	N/A	80%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	94.8%	96%
African-American	95.4%	95.8%	94.6%	96%
Hispanic	95.6%	95%	94.8%	96%
White	96%	95.8%	95%	96%
Economically Disadvantaged	95.4%	94.4%	94.4%	96%
Special Education	94.5%	93.9%	94.2%	96%
Limited English Proficient	96.4%	95.8%	95.1%	96%
Asian	97.8%	96.8%	96.5%	97%
American Indian	95.3%	95.2%	96.2%	97%
Hawaiian Pacific Islander	95.5%	96.1%	94.4%	96%
Two or More	95.9%	96%	94.5%	96%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% of Students Retained	0.98%	0.72%	0.5%

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : Improve student achievement in Reading:
 - Readers Workshop
 - Differentiated Instruction
 - Target the lowest performing 25% of students
 - Effectively use computer based interventions

Goal : System Safeguards: To improve student achievement in Reading by 5-10% as measured by the STAAR test, using differentiated instruction with Readers Workshop, and targeting the lowest 25% of students in every grade level for effective TIER I intervention, and to address ELL and Special Education students in reading.

Goal Details

Student Groups Impacted	All Students, African American, Special Education, At Risk, Eco-Dis, White, ELL, Hispanic
Funding Needed	Local, Title III, State Compensatory, Other
Timeline for Implementation	August 22, 2017 - June 6, 2018
November Progress Check	<p>Activity I&II:</p> <ul style="list-style-type: none"> - Every 4 1/2 weeks (Progress Reports & Report Cards) grade level reports for: students with failing grades, students reading below level, and students in eRTI are printed and shared with the grade level teachers in team meetings with administration and the grade level counselor. At the meeting teachers, counselors, and administration work to ensure that any student on any of the above reports is in eRTI and receiving the necessary interventions. - Meetings have been held on the following dates this year: <ul style="list-style-type: none"> - The week of:10/2/16 - The week of:11/6/17 - The week of:12/11/17

March Progress Check	<p>Activity I&II:</p> <ul style="list-style-type: none"> - Every 4 1/2 weeks (Progress Reports & Report Cards) grade level reports for: students with failing grades, students reading below level, and students in eRTI are printed and shared with the grade level teachers in team meetings with administration and the grade level counselor. At the meeting teachers, counselors, and administration work to ensure that any student on any of the above reports is in eRTI and receiving the necessary interventions. - Meetings have been held on the following dates this year: <ul style="list-style-type: none"> - The week of:10/2/16 - The week of:11/6/17 - The week of:12/11/17 - The week of: 1/29/18 - The week of: 2/19/17 - The week of: 3/26/18 <p>Mid-Year Benchmarks were given with the following results</p> <table border="0" style="margin-left: 40px;"> <tr> <td></td> <td>Read</td> <td>Write</td> <td></td> <td></td> </tr> <tr> <td>3rd</td> <td>58%</td> <td>51%</td> <td>M/C</td> <td>48% Per Nar</td> </tr> <tr> <td>4th</td> <td>63%</td> <td>49%</td> <td>M/C</td> <td>50% Expository</td> </tr> <tr> <td>5th</td> <td>61%</td> <td></td> <td></td> <td>63% Expository</td> </tr> </table>		Read	Write			3rd	58%	51%	M/C	48% Per Nar	4th	63%	49%	M/C	50% Expository	5th	61%			63% Expository
	Read	Write																			
3rd	58%	51%	M/C	48% Per Nar																	
4th	63%	49%	M/C	50% Expository																	
5th	61%			63% Expository																	
June Progress Check	<p>Activity I&II:</p> <ul style="list-style-type: none"> - Every 4 1/2 weeks (Progress Reports & Report Cards) grade level reports for: students with failing grades, students reading below level, and students in eRTI are printed and shared with the grade level teachers in team meetings with administration and the grade level counselor. At the meeting teachers, counselors, and administration work to ensure that any student on any of the above reports is in eRTI and receiving the necessary interventions. - Meetings have been held on the following dates this year: <ul style="list-style-type: none"> - The week of:10/2/16 - The week of:11/6/17 - The week of:12/11/17 - The week of: 1/29/18 - The week of: 2/19/17 - The week of: 3/26/18 <p>EOY STAAR Scores were as follows:</p> <table border="0" style="margin-left: 40px;"> <tr> <td></td> <td>Read</td> <td>Write</td> </tr> <tr> <td>3rd</td> <td>76%</td> <td></td> </tr> <tr> <td>4th</td> <td>66%</td> <td>54%</td> </tr> <tr> <td>5th</td> <td>83%</td> <td></td> </tr> <tr> <td>Hows</td> <td>75%</td> <td></td> </tr> </table>		Read	Write	3rd	76%		4th	66%	54%	5th	83%		Hows	75%						
	Read	Write																			
3rd	76%																				
4th	66%	54%																			
5th	83%																				
Hows	75%																				

Activity 1

Activity	Readers Workshop using differentiated instruction
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Person Responsible	Principal Vice Principal Reading Specialists LST Counselors Classroom Teachers
Monitoring Measures	Student reading levels as reported on the report card Intervention usage reports eRTI Reports Classroom Grades
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Target lowest 25% of students in all grade levels for effective TIER I interventions
Person Responsible	Principal Vice Principal Reading Specialists LST Counselors Classroom Teachers
Monitoring Measures	Student reading levels as reported on the report card Intervention usage reports eRTI Reports Classroom Grades
Title 1 Fund	Yes

Title 1 Campuses	SWC 2, SWC 3, SWC 9
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 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 2

Need : Improve student achievement in Math:
 - Guided Math
 - Differentiated Instruction
 - Recursive Review: Math Walls, School Wide Homework, & Math Facts
 - Target the lowest performing 25% of students
 - Effectively use computer based interventions

Goal : System Safeguards: To improve student achievement in Math by 5-10% as measured by the STAAR test, using differentiated instruction with Guided Math, and targeting the lowest 25% of students in every grade level for effective TIER I intervention, and to address Special Education in Math.

Goal Details

Student Groups Impacted	African American, Special Education, At Risk, Eco-Dis, White, ELL, Hispanic
Funding Needed	Local, Title III, State Compensatory, Other
Timeline for Implementation	August 28, 2017 - June 6, 2018
November Progress Check	<p>Activity I,II,III,IV,&V: Guided Math using DI.</p> <ul style="list-style-type: none"> - Every 4 1/2 weeks (Progress Reports & Report Cards) grade level reports for: students with failing grades, students reading below level, and students in eRTI are printed and shared with the grade level teachers in team meetings with administration and the grade level counselor.- Meetings have been held on the following dates this year: - The week of:10/2/17 - The week of:11/6/17 - The week of:12/11/17 <p>Activity II: Recursive Review - Math Walls, Homework, & Math Facts in use and being done daily as evidenced by the progress of students on the student tracking sheets and walkthroughs.</p>

<p>March Progress Check</p>	<p>Activity I,II,III,IV,&V: Guided Math using DI.</p> <ul style="list-style-type: none"> - Every 4 1/2 weeks (Progress Reports & Report Cards) grade level reports for: students with failing grades, students reading below level, and students in eRTI are printed and shared with the grade level teachers in team meetings with administration and the grade level counselor.- Meetings have been held on the following dates this year: - The week of:10/2/17 - The week of:11/6/17 - The week of:12/11/17 - The week of: 1/29/18 - The week of: 2/19/18 - The week of: 3/26/18 <p>Activity II: Recursive Review - Math Walls, Homework, & Math Facts in use and being done daily as evidenced by the progress of students on the student tracking sheets and walkthroughs.</p> <p>Mid-year Benchmark Tests were given with the following results:</p> <p style="padding-left: 20px;">Math</p> <p>2nd 57%</p> <p>3rd 70%</p> <p>4th 53%</p> <p>5th 63%</p>
<p>June Progress Check</p>	<p>Activity I,II,III,IV,&V: Guided Math using DI.</p> <ul style="list-style-type: none"> - Every 4 1/2 weeks (Progress Reports & Report Cards) grade level reports for: students with failing grades, students reading below level, and students in eRTI are printed and shared with the grade level teachers in team meetings with administration and the grade level counselor.- Meetings have been held on the following dates this year: - The week of:10/2/17 - The week of:11/6/17 - The week of:12/11/17 - The week of: 1/29/18 - The week of: 2/19/18 - The week of: 3/26/18 <p>Activity II: Recursive Review - Math Walls, Homework, & Math Facts in use and being done daily as evidenced by the progress of students on the student tracking sheets and walkthroughs.</p> <p>EOY STAAR Scores were as follows:</p> <p style="padding-left: 20px;">Math</p> <p>3rd 76%</p> <p>4th 66%</p> <p>5th 86%</p> <p>Hows 79%</p>

Activity 1

Activity	Guided Math using differentiated instruction
Person Responsible	Principal Vice Principal Math Specialists Classroom Teachers
Monitoring Measures	Intervention Usage Reports eRTI Reports Classroom Grades
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Recursive Review: Math Walls, School Wide Homework, & Math Facts
Person Responsible	Principal Vice Principal Math Specialists Classroom Teachers
Monitoring Measures	Walkthroughs Student Tracking Sheets
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 9
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	Target lowest 25% of students in all grade levels for effective TIER I math instruction
Person Responsible	Principal Vice Principal Math Specialists Classroom Teachers
Monitoring Measures	Intervention Usage Reports eRTI Reports Classroom Grades
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Guided Math using differentiated instruction
Person Responsible	Principal Vice Principal Math Specialists Classroom Teachers

Monitoring Measures	Intervention Usage Reports eRTI Reports Classroom Grades
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 5. Provide rigorous, complex, and meaningful learning that promotes readiness for post PK-12 experiences.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Person Responsible	Principal Vice Principal Math Specialists Classroom Teachers
Monitoring Measures	Intervention Usage Reports eRTI Reports Classroom Grades
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 9
Activity	Guided Math using differentiated instruction
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	

Goal 3

Need : Improve student achievement in Writing:
 - Writers Workshop
 - Differentiated Instruction
 - School wide writing assessments every 9 weeks for all grades
 - Target the lowest performing 25% of students

Goal : System Safeguards: Improve student achievement in writing by 5%-10% as measured by the STAAR Test for 4th Grade, and the number of students achieving 3's and 4's on the districts end of year writing assessment, using Writers Workshop, and to address All Students, Hispanic Students, Economically Disadvantaged Students, and ELL Students.

Goal Details

Student Groups Impacted	African American, Special Education, At Risk, Eco-Dis, White, ELL, Hispanic
Funding Needed	Local, Title III, State Compensatory, Other
Timeline for Implementation	August 28, 2017 - June 6, 2018
November Progress Check	<p>Activity 1; Monitor classroom grades: Every 4 1/2 weeks (Progress Reports & Report Cards) grade level reports for:students with failing grades, students reading below level, and students in eRTI are printed and shared with the grade level teachers in team meetings with administration and the grade level counselor. At the meeting teachers, counselors, and administration work to ensure that any student on any of the above reports is in eRTI and receiving the necessary interventions.</p> <p>Meetings have been held on the following dates this year:</p> <ul style="list-style-type: none"> - The week of:10/2/17 - The week of:11/6/17 - The week of:12/11/17

<p>March Progress Check</p>	<p>Activity 1; Monitor classroom grades: Every 4 1/2 weeks (Progress Reports & Report Cards) grade level reports for:students with failing grades, students reading below level, and students in eRTI are printed and shared with the grade level teachers in team meetings with administration and the grade level counselor. At the meeting teachers, counselors, and administration work to ensure that any student on any of the above reports is in eRTI and receiving the necessary interventions.</p> <p>Meetings have been held on the following dates this year:</p> <ul style="list-style-type: none"> - The week of:10/2/17 - The week of:11/6/17 - The week of:12/11/17 - The week of: 1/29/18 - The week of: 2/19/18 - The week of: 3/26/18 <p>Mid-year Benchmark Tests were given with the following results:</p> <table border="0"> <tr> <td></td> <td>M/C</td> <td>Writing Sample</td> </tr> <tr> <td>3rd</td> <td>51%</td> <td>48%</td> </tr> <tr> <td>4th</td> <td>49%</td> <td>50%</td> </tr> <tr> <td>5th</td> <td></td> <td>63%</td> </tr> </table>		M/C	Writing Sample	3rd	51%	48%	4th	49%	50%	5th		63%
	M/C	Writing Sample											
3rd	51%	48%											
4th	49%	50%											
5th		63%											
<p>June Progress Check</p>	<p>Activity 1; Monitor classroom grades: Every 4 1/2 weeks (Progress Reports & Report Cards) grade level reports for:students with failing grades, students reading below level, and students in eRTI are printed and shared with the grade level teachers in team meetings with administration and the grade level counselor. At the meeting teachers, counselors, and administration work to ensure that any student on any of the above reports is in eRTI and receiving the necessary interventions.</p> <p>Meetings have been held on the following dates this year:</p> <ul style="list-style-type: none"> - The week of:10/2/17 - The week of:11/6/17 - The week of:12/11/17 - The week of: 1/29/18 - The week of: 2/19/18 - The week of: 3/26/18 <p>EOY STAAR Scores were as follows:</p> <table border="0"> <tr> <td>4th</td> <td>54%</td> </tr> </table>	4th	54%										
4th	54%												

Activity 1

<p>Activity</p>	<p>Collect student writing samples at every nine weeks and grade using the district writing rubric</p>
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Person Responsible	Principal Vice Principal LST Reading Specialist Classroom Teachers
Monitoring Measures	Writing Samples Classroom Grades
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 4. Develop and implement processes for vertical collaboration across bands of stakeholders.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

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

Activity 3

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

Activity 4

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

Activity 5

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

Goal 4

Need : Improve School Climate through the Leader in Me (LIM):

- LIM Rallies
- LIM Student Advisory Council
- Focus Friday (weekly class meetings focusing on a specific habit)
- Career Day

Goal : To improve the school climate through the promotion of the Leader in Me as measured by: the number of LIM Rallies, the number of LIM Student Advisory Council activities, and the number of presenters at career day.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local

Timeline for Implementation	August 28, 2017 - June 8, 2018
November Progress Check	<p>Activity I; LIM Rallies: -The first LIM Rally is scheduled for 2/2/18</p> <p>Activity II;LIM Student Advisory Council: -SAC meetings have been held on the following dates and the following number of students attended: 10/13/17 Full Day Student Leadership Retreat-22 stud; and 11/2-23 stud; -SAC participated in the following events: - 9/8/17 Grandparents Day to Read - 20 students - 11/3/17 Career Day - 20 students - 11/10/17 Bake Sale - 20 students - 11/10/17 Veterans Day - 20 students</p> <p>Activity III; Career Day - Career Day was held on 11/3/17 with more than 40 presenters in attendance</p>
March Progress Check	<p>Activity I; LIM Rallies: -The first LIM Rally was held on 2/2/18</p> <p>Activity II;LIM Student Advisory Council: -SAC meetings have been held on the following dates and the following number of students attended: 1/25/18-22 stud; 3/1-23 stud; 3/27 - 23 stud;</p>
June Progress Check	<p>Activity II;LIM Student Advisory Council: -SAC meetings have been held on the following dates and the following number of students attended: 4/12/18 - 22 stud and 5/3/18 - 23 stud; -SAC participated in the following events: - 5/11/18 Mom's Day to Read - 21 students</p> <p>Activity I; LIM Rallies: -The Student of the Month EOY Celebration was held on 5/31/18 - over 200 students attended</p>

Activity 1

Activity	LIM Rallies
Person Responsible	Principal Vice Principal Counselors Lighthouse Committee
Monitoring Measures	Number of LIM Rallies per year

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	LIM Student Advisory Council
Person Responsible	Principal Vice Principal Counselors Lighthouse Committee
Monitoring Measures	Student participation in LIM Student Advisory Council meetings and events
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 3

Activity	Career Day
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Person Responsible	Counselors
Monitoring Measures	Number of presenters at Career Day
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 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 5

Need : Improve student achievement in Science:
 - District Science Curriculum
 - Differentiated Instruction
 - Target the lowest performing 25% of students

Goal : Systems Safeguards: To improve student achievement in Science by 5-10% as measured by the STAAR Test in 5th grade and the percentage of students receiving passing grades on their report cards and to address ELL Students in Science.

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, Title III, State Compensatory, Other
Timeline for Implementation	August 18, 2017 - June 6 2018

November Progress Check	<p>Activity 1; Monitor classroom grades: Every 4 1/2 weeks (Progress Reports & Report Cards) grade level reports for:students with failing grades, students reading below level, and students in eRTI are printed and shared with the grade level teachers in team meetings with administration and the grade level counselor. At the meeting teachers, counselors, and administration work to ensure that any student on any of the above reports is in eRTI and receiving the necessary interventions.</p> <p>Meetings have been held on the following dates this year:</p> <ul style="list-style-type: none"> - The week of:10/2/17 - The week of:11/6/17 - The week of:12/11/17
March Progress Check	<p>Activity 1; Monitor classroom grades: Every 4 1/2 weeks (Progress Reports & Report Cards) grade level reports for:students with failing grades, students reading below level, and students in eRTI are printed and shared with the grade level teachers in team meetings with administration and the grade level counselor. At the meeting teachers, counselors, and administration work to ensure that any student on any of the above reports is in eRTI and receiving the necessary interventions.</p> <p>Meetings have been held on the following dates this year:</p> <ul style="list-style-type: none"> - The week of:10/2/17 - The week of:11/6/17 - The week of:12/11/17 - The week of: 1/29/18 - The week of: 2/19/18 - The week of: 2/26/18 <p>Mid-year Benchmark Tests were given with the following results:</p> <p style="padding-left: 20px;">Sci</p> <p>3rd 64%</p> <p>4th 54%</p> <p>5th 66%</p>

June Progress Check	<p>Activity 1; Monitor classroom grades: Every 4 1/2 weeks (Progress Reports & Report Cards) grade level reports for:students with failing grades, students reading below level, and students in eRTI are printed and shared with the grade level teachers in team meetings with administration and the grade level counselor. At the meeting teachers, counselors, and administration work to ensure that any student on any of the above reports is in eRTI and receiving the necessary interventions.</p> <p>Meetings have been held on the following dates this year:</p> <ul style="list-style-type: none"> - The week of:10/2/17 - The week of:11/6/17 - The week of:12/11/17 - The week of: 1/29/18 - The week of: 2/19/18 - The week of: 2/26/18 <p>EOY STAAR Scores were as follows:</p> <p style="padding-left: 20px;">Sci</p> <p>5th 67%</p>
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Activity 1

Activity	District Science Curriculum using differentiated instruction while targeting the lowest 25%
Person Responsible	Tom Buente Rosanna Guajardo Lety Lozano Classroom Teachers
Monitoring Measures	- CDB Scores - Classroom Grades
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

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

Activity 3

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

Activity 4

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

Activity 5

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

Promote a Safe Environment for Students and Staff	
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Goal : Provide school-wide opportunities for all students to be healthy and active for a lifetime.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	August 28, 2017 - June 6, 2018
November Progress Check	<p>Activity I: Vigorous Physical Activity in PE - Coach Cook & Coach Kaluza have been providing vigorous activity in PE through the NISD PE Curriculum as evidenced by walk-throughs and lesson plans.</p> <p>Activity II: Post nutrition message about my plate - Nutrition poster are up and visible in the cafeteria</p> <p>Activity III: Promote healthy food choices in the cafeteria - Healthy food posters are posted in the cafeteria and the cafeteria staff ensure daily that the students are receiving the proper foods as recommended by the TDAG.</p>
March Progress Check	<p>Activity I: Vigorous Physical Activity in PE - Coach Cook & Coach Kaluza have been providing vigorous activity in PE through the NISD PE Curriculum as evidenced by walk-throughs and lesson plans.</p> <p>Activity II: Post nutrition message about my plate - Nutrition poster are up and visible in the cafeteria</p> <p>Activity III: Promote healthy food choices in the cafeteria - Healthy food posters are posted in the cafeteria and the cafeteria staff ensure daily that the students are receiving the proper foods as recommended by the TDAG.</p> <p>Heroes for Health Rally was held on 3/8/18. Fireman from Station 37 attended the Rally.</p>

June Progress Check	<p>Activity I: Vigorous Physical Activity in PE - Coach Cook & Coach Kaluza have been providing vigorous activity in PE through the NISD PE Curriculum as evidenced by walk-throughs and lesson plans.</p> <p>Activity II: Post nutrition message about my plate - Nutrition poster are up and visible in the cafeteria</p> <p>Activity III: Promote healthy food choices in the cafeteria - Healthy food posters are posted in the cafeteria and the cafeteria staff ensure daily that the students are receiving the proper foods as recommended by the TDAG.</p> <p>Heroes for Health Rally was held on 3/8/18. Fireman from Station 37 attended the Rally.</p>
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Activity 1

Activity	Provide moderate to vigorous physical activity in physical education
Person Responsible	PE Teachers
Monitoring Measures	Walkthroughs Lesson Plans
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	Post nutrition messages throughout the school specific to My Plate
Person Responsible	Cafeteria Manager

Monitoring Measures	Walkthroughs
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	Promote healthy food choices in the cafeteria
Person Responsible	Cafeteria Manager
Monitoring Measures	Walkthroughs
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 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	