



NORTHSIDE
SCHOOL



INDEPENDENT
DISTRICT



SCHOOL IMPROVEMENT PLAN

HULL ELEMENTARY SCHOOL

2017-2018

OUR MISSION

In collaboration with home and community, we will provide students with engaging and meaningful learning experiences that will motivate and inspire them to become confident lifelong learners.

HULL ES

Needs Assessment 2017-2018

Process

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

At April Faculty Meeting Teams and Departments were given the task of collecting data for their grade level or departments to present to staff for the May meeting.

SWOT Analysis conducted on April 17.

Needs Assessment May 5 Grade Levels and Departments presented Campus Data. and SWOT analysis.

Kinder and Pre Kinder presented Reading levels and TPRI data.

1st grade presented Reading Levels, TPRI data , Math Common Assessment Averages and Placed /Retained data.

2nd Grade presented Reading Levels , TPRI , CDB , Math Common Assessment Data and Placed / Retained Data.

3rd Grade presented Reading Levels, Reading, Math CDB data, Common Assessment Data and Placed /Retained Data.

4th presented CDB data Math , Writing , Reading, Reading Levels, Common Assessment Data.

5h Presented Science, Math, Reading CDB data. STAAR Data 1st administration.

Staff did a Gallery Walk in Teams and Identified Priority Needs.

May 15 Faculty Team worked to develop Goals based on Priority Needs Identified.

May 22, Faculty meeting: Reviewed Priority Needs, and Presented Goals to faculty. Goals revised and agreed upon.

May 22 Developed Activities and PD with vertical teams.

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.

- STAAR/EOC/TAKS
- Regression graphs
- Student demographics
- Special populations enrollment, performance, and LRE
- TELPAS
- Promotion/retention (Elementary)
- Failure rates (Secondary)
- Completion and graduation rates (High School)
- SAT/ACT (High School)
- AP (High School)
- Other

Findings	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;">2016 STAAR DATA Reading</td> <td style="width: 15%;"></td> <td style="width: 15%;">3RD</td> <td style="width: 15%;">4TH</td> <td style="width: 15%;">5TH</td> </tr> <tr> <td>Satisfactory / (Approaches) :</td> <td>61% 44%</td> <td>66% 58%</td> <td>79% 80%</td> <td></td> </tr> <tr> <td>Meets (Final Recommended) :</td> <td>30% 23%</td> <td>26%</td> <td></td> <td></td> </tr> <tr> <td>Masters (Advanced)</td> <td>14% 7%</td> <td>8%</td> <td></td> <td></td> </tr> <tr> <td colspan="5"> </td> </tr> <tr> <td>2016 MATH STAAR data</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Approaches</td> <td>76% 77%</td> <td>90%</td> <td></td> <td></td> </tr> <tr> <td>Meets (Final Recommended)</td> <td>29%</td> <td>26%</td> <td>%</td> <td></td> </tr> <tr> <td>Masters (Advanced)</td> <td>16%</td> <td>12%</td> <td>13%</td> <td></td> </tr> </table>	2016 STAAR DATA Reading		3RD	4TH	5TH	Satisfactory / (Approaches) :	61% 44%	66% 58%	79% 80%		Meets (Final Recommended) :	30% 23%	26%			Masters (Advanced)	14% 7%	8%								2016 MATH STAAR data					Approaches	76% 77%	90%			Meets (Final Recommended)	29%	26%	%		Masters (Advanced)	16%	12%	13%	
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CSF 2: Use of Quality Data to Drive Instruction

Use of Quality Data to Drive Instruction emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used. It is not only the use of data to drive instructional decision making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.

Student attendance

Discipline

Grades

CDBs

Common Assessments

Other

Findings

Progress Updates using NEAR data to monitor progress of reading growth.

Analyze data at Data Reviews after all CDBs for 2nd -5th.

Common Assessment data.

Running Records

CBI data on usage and lessons completed.

Failure Reports data

CSF 3: Leadership Effectiveness

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

Distribution of leadership and responsibilities

Decision making structures on the campus

Teacher input

Campus goals

Monitoring of teacher performance; feedback to staff

Communication

Master schedule

Teacher and parent surveys

Other

Findings	Admin Team , Academic Leadership Team , Instructional Committee, Operational Committee, Agendas and Minutes sent out to staff Goal Focused is a Strength 82% Goals developed by staff through School Improvement Process. Communicates Goals school Wide Monitoring Progress of Goals All Faculty involved in School Improvement Plan All faculty completed Book Study Transforming School Culture Developed NEW Vision and Mission September 2016 OHI DATA Presented to Staff Focus Area : Autonomy 50% Overall increase in OHI DATA from 61%to 63%. Staff Surveys : EOY Clubs and Activities: Choir, Strings, Robotics , Solar Cars , Young Astronauts, Art, Chess, Pokemon, Jumprope, Volleyball, Book Club, Basketball,
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CSF 4: Increased Learning Time

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

Response to Intervention

Interventions implementation and effectiveness

Student identification for increased learning time

Tutorials

Other

Findings	Morning tutoring with Teachers K-1 Morning Math Tutoring w/ TTM and FFAST Achieve 3000 Morning Tutoring 2 sessions of afterschool tutoring 8 Day Tutors for Push in and Pull out Enrichment classes w/ GT K -5th Excessive School Business Days absences Lack of Opportunities for Studnets Needing Academic Enrichment classes
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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	Date	Title of Activity/Event
	8/ 18/16	Meet the Teacher
	9/22/2016	Title 1 Information Night
	9/22/2016	G.T Parent Overview
	9/29/2016	Cafesito
	10/6/2016	Parental Involvement Meeting
	10/21/2016	Parent Conferences
	10/27/16	Cafesito
	10/27/2016	Math / Technology Night
	10/28/16	Red Ribbon Parade
	11/11/2016	Veterans Day Ceremony
	11/13/2016	Cafesito
	12/8/2016	PTA/ Literacy Night
	12/4/2016	American Legion xmas
	12/1/2016	PreK/PPCD Literacy
	12/16/2016	Kinder Performances
	1/25/2017	Cafesito
	1/26/2017	PreK/PPCD Literacy
	2/23/2017	Cafesito
	2/29/17	Student Led Conferences
	1/27/2017	Career Day
	3/3/17	Vocabulary Parade
	3/30/2017	Pre K/PPCD Literacy
	4/27/2017	Cafecito
	5/5/2017	Spring fling
	5/11/2017	PreK/PPCD Mothers Day
	5/12/2017	Field day
	5/30-5/31 2017	Awards Ceremonies
	5/17/2017	Fine Arts
	5/17/2017	Talent Show
	5/31/2017	5th Fun day
	6/1/2017	5th Ceremony
	5/25/17	PreK/PPCD Literacy
	5/30/2017	SAT meeting
	5/26/2017	Bike rodeo
	5/24/17	Parental Involvement meeting

CSF 6: School Climate

School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.

<input type="checkbox"/> Teacher surveys
<input type="checkbox"/> Parent surveys
<input type="checkbox"/> Student surveys or panels
<input checked="" type="checkbox"/> Discipline
<input checked="" type="checkbox"/> Student attendance
<input type="checkbox"/> Extra-curricular activities and clubs
<input type="checkbox"/> Other

Findings	Grade Level	Percentage	#Offenders	#Students
	01	36.59%	30	82
	02	31.68%	32	101
	03	26.37%	24	91
	04	44.58%	37	83
	05	33.33%	34	102
	EE	0.00%	0	6
	KG	36.49%	27	74
	PK	35.56%	16	45
	Avg Percentage & Totals	30.57%	200	584
Staff Attendance: Excused School Business-47 people with 293 days combined=\$18,000 of Title funds Staff Attendance: 371 Days Absent				
Student Attendance: 95.15 127 students w/ > 10 absences				
Discipline				
Extracurricular Activities : 12 Afterschool Clubs				

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 type="checkbox"/> Staff retention rates
<input type="checkbox"/> Alignment of curriculum, instruction, assessment
<input checked="" type="checkbox"/> Alignment of CDB scores and STAAR results
<input type="checkbox"/> Effectiveness of planning and collaboration
<input checked="" type="checkbox"/> Professional development experiences and requests

Other

Findings

Years in Northside:
0-5 years=41 staff members
6-10=13 staff members
11-15=9 staff members
16-20=6 staff members
21+=8 staff members
#Walkthroughs: Frontline-TTESS system*
Learning Walks: None this year*

Teacher Experience:
0-5 years=25 staff members
6-10=21 staff members
11-15=10 staff members
16-20=6 staff members
21+=15 staff members
Staff Attendance:
Excused School Business-47 people with 293 days combined=\$18,000 of Title funds
Staff Attendance: 371 Days Absent

Priority Needs

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

Priority Need 1

Writing

70% of 3rd Grade scored Level 1 and 2 on EOY Writing Rubric
54% passing on 4th Grade Writing CDB 2017
44% passing on 2017 STAAR
65% Passing on 2016 STAAR = 21% Decrease

Goal 1 : Writing Goal : Increase % of students passing 4th Grade STAAR to 70%

- CSF 1 Academic Performance
- CSF 2 Use of Quality Data to Drive Instruction
- CSF 3 Leadership Effectiveness
- CSF 4 Increased Learning Time
- CSF 7 Teacher Quality

Priority Need 2

Reading

55% of Students Reading On Level in 1st Grade
70% of Students Still Developing in TPRI 1st Grade
71% Passed Reading on 1st administration 5th Grade

STAAR

	2016	2017	
3rd	61%	45%	= - 16%
4th	66%	58%	= - 8%
5th	79%	80%	= + 1%
All Students	69%	61%	= - 8%

Goal : Reading Goal : Increase from 61% to 75% all students
75% of All students will pass Reading
75% of Students Kinder - 3rd will be on level at End of Year
75% of 4th and 5th (including Spec ed) will show 1 years growth in Reading on STAAR

CSF 1 Academic Performance
CSF 2 Use of Quality Data to Drive Instruction
CSF 3 Leadership Effectiveness
CSF 4 Increased Learning Time
CSF 7 Teacher Quality

Priority Need 3

Math

STAAR

	2016	2017	
3rd	76%	54%	= - 22%
4th	77%	69%	= - 8%
5th	90%	87%	= -3%

% met standard All Students :2016 81% and 2017 70% = - 11%
Math Goal :
Increase % of Meets Standard and Masters Standard for 3rd -5th on STAAR.
Increase % of Passing for All Students to 80%

CSF 1 Academic Performance
CSF 2 Use of Quality Data to Drive Instruction
CSF 3 Leadership Effectiveness
CSF 4 Increased Learning Time
CSF 7 Teacher Quality

Priority Need 4

Attendance

Decrease % of Chronic Absenteeism.
Increase Attendance for all students to 97%

CSF 1 Academic Performance
CSF 4 Increased Learning Time
CSF 6 School Climate

Priority Need 5

STAAR 5th Grade Science 2017 - 70%
an increase of + 6% for 2016.

Lack of science data for K- 4th .
TEKS from 2016 STAAR 40% of test is TEKS from K-4th.

CSF 1 Academic Performance
CSF 7 Teacher Quality

CAMPUS: HULL 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	Admin Overview/Data Day/Goals /Handbook/ TTESS	Instruction	Teachers	All SS	Local	
08/22/2017	08/23/2017	Dyslexia/Counselor /Gradebook	Assessment	Teachers	AllSS	Local	
08/23/2017	08/24/2017	Math/Science/ Reading /Writing and PLC Foundations	Curriculum	Teachers	All Ss	Title 1	
10/09/2017		District PD / CHAMPS or Capturing Kids Hearts	Classroom Management	Teachers	All Ss	Title 1	
11/20/2017		Teacher Choice		Teachers	All SS	Local	
11/21/2017		Teacher choice		Teachers	All Ss	Local	
02/19/2018		PLC/ Common Assessments / Academics	Collaboration	Teachers	All Ss	Title 1	

CAMPUS: HULL 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	66%	26%	71%	74%	76%	62%	26%	12%	67%
African-American	57%	0%	62%	62%	72%	50%	17%	17%	55%
Hispanic	66%	26%	71%	70%	74%	63%	26%	11%	68%
White	100%	50%	100%	84%	86%	67%	33%	17%	75%
Economically Disadvantaged	64%	24%	71%	66%	68%	61%	24%	11%	66%
Special Education	32%	17%	40%	44%	48%	36%	14%	2%	40%
At-Risk	52%	11%	60%	58%	58%	52%	16%	5%	57%
Limited English Proficient	64%	21%	70%	62%	63%	53%	20%	5%	58%
Asian	N/A	N/A	N/A	89%	78%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	N/A	73%	58%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	0%	0%	N/A	75%	71%	0%	0%	0%	98%
Two or More	100%	0%	100%	80%	87%	N/A	N/A	N/A	N/A

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	63%	20%	70%	64%	62%	46%	20%	6%	63%
African-American	67%	0%	75%	53%	56%	50%	50%	50%	55%
Hispanic	63%	19%	70%	60%	59%	45%	20%	4%	62%
White	67%	67%	75%	72%	73%	60%	20%	20%	67%
Economically Disadvantaged	64%	20%	70%	56%	52%	44%	18%	4%	63%

Special Education	40%	20%	50%	33%	32%	15%	15%	0%	25%
At-Risk	45%	8%	50%	44%	37%	35%	15%	2%	45%
Limited English Proficient	42%	12%	50%	54%	49%	38%	8%	0%	42%
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	100%	100%	100%	67%	50%	N/A	N/A	N/A	100%
Two or More	N/A	N/A	N/A	70%	76%	N/A	N/A	N/A	N/A

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	77%	29%	82%	79%	80%	70%	31%	11%	77%
African-American	57%	14%	60%	66%	72%	50%	33%	17%	55%
Hispanic	78%	29%	83%	77%	78%	71%	31%	11%	78%
White	67%	50%	74%	87%	88%	58%	25%	8%	67%
Economically Disadvantaged	76%	28%	81%	73%	73%	70%	30%	10%	77%
Special Education	61%	15%	64%	53%	56%	33%	17%	2%	40%
At-Risk	66%	14%	68%	67%	65%	61%	20%	6%	64%
Limited English Proficient	74%	21%	78%	73%	72%	72%	20%	5%	77%
Asian	N/A	N/A	N/A	94%	86%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	N/A	78%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	0%	100%	80%	78%	100%	0%	0%	100%
Two or More	100%	0%	100%	82%	89%	N/A	N/A	N/A	N/A

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	59%	18%	70%	73%	76%	70%	26%	6%	75%
African-American	50%	0%	55%	59%	68%	0%	0%	0%	80%
Hispanic	58%	17%	70%	68%	73%	69%	26%	6%	73%
White	100%	100%	100%	84%	87%	80%	40%	0%	85%
Economically Disadvantaged	57%	17%	68%	65%	67%	68%	25%	5%	72%
Special Education	40%	20%	50%	44%	46%	45%	0%	0%	50%
At-Risk	45%	3%	50%	56%	59%	62%	20%	3%	65%
Limited English Proficient	100%	0%	100%	57%	58%	54%	11%	4%	60%
Asian	N/A	N/A	N/A	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%	100%	0%	0%	100%
Two or More	100%	100%	100%	81%	86%	N/A	N/A	N/A	N/A

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	95.2%	95.7%
African-American	95.4%	95.8%	94.6%	95%
Hispanic	95.6%	95%	95.3%	95.7%
White	96%	95.8%	94.5%	94.8%
Economically Disadvantaged	95.4%	94.4%	95.1%	95.6%
Special Education	94.5%	93.9%	94.7%	95%
Limited English Proficient	96.4%	95.8%	96.8%	97%
Asian	97.8%	96.8%	93.1%	93.4%
American Indian	95.3%	95.2%	N/A	N/A
Hawaiian Pacific Islander	95.5%	96.1%	98.9%	99%
Two or More	95.9%	96%	92.9%	93%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	3.02%	2%
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17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : Writing

70% of 3rd Grade scored Level 1 and 2 on EOY Wriitng Rubric
 54% passing on 4th Grade Writing CDB 2017
 44% passsing on 2017 STAAR
 65% Passing on 2016 STAAR = 21% Decrease

Goal 1 : Writing Goal : Increase % of students passing 4th Grade STAAR to 70%

Goal : Writing Goal : Increase % of students passing 4th Grade STAAR to 70%

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, State Compensatory
Timeline for Implementation	Throughout the Year beginning in August.

November Progress Check	<p>4th Grade - Biweekly common assessment . Format provided by Jodi Ramos 3rd Grade - Common assessment - 2nd Grade - Common assesment in Writing 1st Grade - Open Court writing Common assessments</p> <p>Purposeful for Daily instruction</p> <p>Daily Journal Writi ng K-5th Writing Samples scheduled quarterly. Displayed outside the classroom and feedback provided to students and teachers. Feedback is positive Will set a goal for Instructional Rounds during Writing time. (Spring Time) Power of Grammar Matters PD for K- 5th w/ Kimberley Reznicek Recommendation: Review the committments by grade levels for Writing Grammar Instruction</p> <p>Mini CDB in writing Jodi Ramos Training 3rd -5th Grammar</p>
March Progress Check	<p>Accomplished : Bi weekly Common Formative Assessments for 4th Grade. PLCs in K-5th , Grammar instruction in K-4th, Writing Samples Posted , Campus Vocabulary Initiative - Word of the Week.</p> <p>Not there yet : Common Formative Assessments:1st, 2nd , 3rd, 5th , Instructional Rounds in Writing , Writing Samples are posted however feedback is not consistently given. Writing Share Time has not been part of the writing Block.</p> <p>Revisions: Patterns of Power PD and NISD Grammar PD. "Unstoppable Writing Teacher" PD Purchased the Writing Strategies Book- Seravallo</p>
June Progress Check	<p>Accomplished : End of Year writing samples scored, EOY grade level data on writing scores are shared with faculty.</p> <p>Writing continues to be a Priority Need.</p> <p>Will purchase Writing AST for 2018 /2019 school year.</p>

Activity 1

Activity	<p>Will create common assessments, assess weekly and biweekly with common assessments. Collaborative planning 2 days /week utilizing data from common assessments to drive instruction and recursive review.</p>
Person Responsible	Admin , Teachers, Writing Specialist, All teachers
Monitoring Measures	Walkthrough Data , Common assessment

Title 1 Fund	Yes
Title 1 Campuses	SWC 3, SWC 4
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	Daily Journal writing and share time .
Person Responsible	All Teachers, Admin, and Specialist
Monitoring Measures	Walkthroughs, JOurnals, and assessments
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 8, SWC 9
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	Writing Samples scheduled for display outside the classrooms for every grade level.
Person Responsible	Specialist, Admin, All Teachers,

Monitoring Measures	Walkthroughs, hall walks, Common Assessments
Title 1 Fund	Yes
Title 1 Campuses	SWC 3, SWC 8, SWC 9
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 4

Activity	Implement Instructional Rounds at all Grade levels to collaborate and learn from each other to improve student learning.
Person Responsible	Specialist, Admin, All Teachers.
Monitoring Measures	INstructional Rounds debriefing notes, collaborative planning and lessons, admin walkthroughs.
Title 1 Fund	Yes
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	Continued PD in Grammar Matters, Grammar Keepers, The Write Guy and provide daily instruction on revising and editing.
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Person Responsible	Admin, All teachers, Writing specialist
Monitoring Measures	Admin walkthroughs, Master schedule for Writing time, common assessments and data.
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 2

Need :

<p>Reading</p> <p>55% of Students Reading On Level in 1st Grade 70% of Students Still Developing in TPRI 1st Grade 71% Passed Reading on 1st administration 5th Grade</p> <p>STAAR</p> <table> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th></th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>61%</td> <td>45%</td> <td>= - 16%</td> </tr> <tr> <td>4th</td> <td>66%</td> <td>58%</td> <td>= - 8%</td> </tr> <tr> <td>5th</td> <td>79%</td> <td>80%</td> <td>= + 1%</td> </tr> </tbody> </table> <p>All Students 2016 69% 2017 61% = - 8%</p> <p>Goal : Reading Goal : Increase from 61% to 75% all students 75% of All students will pass Reading 75% of Students Kinder - 3rd will be on level at End of Year 75% of 4th and 5th (including Spec ed) will show 1 years growth in Reading on STAAR</p>		2016	2017		3rd	61%	45%	= - 16%	4th	66%	58%	= - 8%	5th	79%	80%	= + 1%
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Goal : Goal : Reading Goal : Increase from 61% to 75% all students
 75% of All students will pass Reading
 75% of Students Kinder - 3rd will be on level at End of Year
 75% of 4th and 5th (including Spec ed) will show 1 years growth in Reading on STAAR

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, State Compensatory
Timeline for Implementation	Through out the Year beginnning in August.
November Progress Check	<p>IMpleemnted SMART Night.</p> <p>Ms. Kuhfahl Story time during Book fair Instructional Rounds conducted December 5 in Guided Raeding : Level of Questioning. Guided Reading Lesson Plans samples provided to teachers . utilize Reading A- Z lesson PLans.</p> <p>Options for Guided Reading Plans - Different Templates . Need more consistency with planning questions for Guided Reading.</p> <p>Morning Intervention time: Inconsistent with 4th and 5th. Teams will develop new plan for grouping students.</p>
March Progress Check	<p>Accomplished : Common Assessments for Reading , Collaborative Planning 2X /week. SMART Night, Instructional Rounds 3rd -5th. TEAM Time Interventions, Reading Specialist Push In support 3rd - 5th . Achieve 3000 4th and 5th . Corrective Reading 3rd -5th</p> <p>Not there Yet : Instructional Rounds K-2nd , Guided Reading Plans in Progress, Resources: Next Steps in Guided Reading, Reading A-Z.</p> <p>Revisions: Read Across America Week was organized. Provided Hattie PD on Effect size to faculty, Vocabulary PD provided to staff, School Wide Reading Initiative" March Madness" . School wide Vocabulary parade organized. Reading 2X2 Contest organized through Librarian, TIER 1, Tier 2, and Tier 3 Vocabulary introduced school wide. Vocabulary words posted on campus. Countdown to STAAR webinar, Countdown to STAAR Resources purchased, Kinder Instructional Specialist walkthroughs and Feedback provided.</p>

June Progress Check	<p>3rd Grade Reading STAAR Data : 62 % 4th Grade Reading STAAR Data : 53% 5th Grade Reading STAAR Data : 76 %</p> <p>Did not meet our Goal will continue to work towards Goal and increase percent of Meets and Masters. About 63% of All students at Approaches.</p>
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Activity 1

Activity	<p>Will create common assessments, assess weekly and biweekly with common assessments. Collaborative planning 2 days /week utilizing data from common assessments to drive instruction and recursive review.</p>
Person Responsible	Admin, Literacy Leaders and all Teachers
Monitoring Measures	Common Assessments and collaborative planning minutes
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 3, SWC 4, SWC 8
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 2

Activity	Provide Family Engagement opportunities to engage families in student learning, educate families on working with children in literacy and oral language.
Person Responsible	Admin, Literacy Leaders and all teachers.
Monitoring Measures	scheduled event sign in sheets, parent evaluations,
Title 1 Fund	Yes
Title 1 Campuses	SWC 6

Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Implement Instructional Rounds at all Grade levels to collaborate and learn from each other to improve student learning.
Person Responsible	Admin, Literacy leaders and All Teachers
Monitoring Measures	Instructional Rounds Planning and debriefing Notes, walkthroughs , common assessment data
Title 1 Fund	Yes
Title 1 Campuses	SWC 4, SWC 5
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 4

Activity	Weekly Guided Reading Lesson Plans Binder to include differentiated lessons to address needs of all students.
Person Responsible	Admin, Literacy leaders, All Teachers.
Monitoring Measures	Guided Reading Binder checks, Admin Walkthroughs, progress updates on reading levels
Title 1 Fund	Yes

Title 1 Campuses	SWC 1
Promote Community Involvement	
Educate Diverse Learners	Objective 5. Provide rigorous, complex, and meaningful learning that promotes readiness for post PK-12 experiences.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	Provide Morning Intervention time Utilizing Research based Intervention programs such as Achieve 3000, Open Court, LLI, Iready Imagine Learning , FASST , TTM , Lexia, Corrective Reading Provide Enrichment in Reading and Math utilizing classroom teacher w/ Math and Reading Specialist for Support .
Person Responsible	Admin, Literacy Leaders, and All Teachers
Monitoring Measures	Scheduled Interventions and Enrichment time, Master schedule, Intervention and enrichment data reports
Title 1 Fund	Yes
Title 1 Campuses	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	

Goal 3

Need : Math

STAAR
 2016 2017
 3rd 76%% 54% = - 22%
 4th 77% 69% = - 8%
 5th 90% 87% = -3%

% met standard All Students :2016 81% and 2017 70% = - 11%

Math Goal :
 Increase % of Meets Standard and Masters Standard for 3rd -5th on STAAR.
 Increase % of Passing for All Students to 80%

Goal : Math Goal : Increase % of Meets Standard and Masters Standard for 3rd -5th on STAAR .
 Increase % of Passing for All Students to 80%

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	Through out the Year beginning in August.
November Progress Check	Marta Romo supports campus, provided Structures training, Guided Math and classroom observations with Debriefing. Lone Star Rigor used 3 days / week. Math Action Wall and Recursive Review done daily with an Emphasis on Problem solving.. Implemented FAST FREDDy Problem Solving framework. MAC GT cluster Pilot program. Cluster classes receive enrichment and 5th Classes. Student using Prodigy as a math resource. TTM is not funded. No longer using Rivedeep or FAST Math due to funding. Common Assessments developed using Problematic , STAAR resource and Pearson.
March Progress Check	Accomplished : Biweekly Common assessments 1st - 5th , 2 X week planning utilizing data. Daily MAW K-2nd, 3rd -5th Recursive Review, Utilizing Bar Models, Story structures for Problem Solving, Math Morning Interventions, Data Binders K-5th , Goal Setting 5th and 3rd. Not there Yet : Campus Based Problem Solving approach. (FAST) Specialist Support for all Grade levels and Enrichment. Revisions : Lone Star Rigor for Enrichment or Tutor facilitated. Math Intervention: First in Math , Guided Math implemented. MAC-GT Continued training and support.

June Progress Check	<p>Math about 70% All Students at Approaches</p> <p>3rd Grade Math 28% Meets Increase by 4%</p> <p>3rd Grade Math 11 Masters Increase by 4%</p> <p>4th Grade Math 20% Meets Decrease by 13%</p> <p>4th Grade Math 8 % Masters Decrease by 8%</p> <p>5th Grade Math 47% Meets Increase by 11%</p> <p>5th Grade Math 24% Masters Increase by 14%</p> <p>3rd and 5th Increased percent of Meets and Masters</p>
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Activity 1

Activity	<p>Will create common assessments, assess weekly and biweekly with common assessments.</p> <p>Collaborative planning 2 days /week utilizing data from common assessments to drive instruction and recursive review.</p>
Person Responsible	Admin. Math Leaders and All Teachers
Monitoring Measures	Common assessment Tracking sheet, collaborative planning with specialist and grade level teams.
Title 1 Fund	Yes
Title 1 Campuses	SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Utilize Campus Based problem Solving Approach.
Person Responsible	Admin, Math Leaders, and All Teachers
Monitoring Measures	WAlktrougs,Common Assessments , CDBs
Title 1 Fund	Yes

Title 1 Campuses	SWC 3
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	Utilize Lone Star Rigor Daily , and Daily Math Action wall and Recursive Review . Utilize Bar Model, Story Structure for Problem solving.
Person Responsible	Admin, Math Leaders,and All teachers
Monitoring Measures	Walkthroughs,Common Aseessments
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	Provide Enrichment in Reading and Math utilizing classroom teacher w/ Math and Reading Specialist for Support . Provide Morning Intervention time Utilizing Research based Intervention programs such as Achieve 3000, Open Court, LLI, Iready Imagine Learning , FASST , TTM , Lexia, Corrective Reading
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Person Responsible	Admn, Math Leaders, All Teachers,
Monitoring Measures	Master Schedule, Walkthroughs , Data usage reports
Title 1 Fund	Yes
Title 1 Campuses	SWC 7, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	Utilize Data Progress Binders K-5th, students will set goals and track their progress throughout the year .
Person Responsible	Math Leaders, Admin, All Teachers
Monitoring Measures	Collection of Data Binders, Walkthroughs to observe uuse of data binders.
Title 1 Fund	Yes
Title 1 Campuses	SWC 6
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	

Goal 4

Need : Attendance
 Decrease % of Chronic Absenteeism.
 Increase Attendance for all students to 97%

Goal : Decrease % of Chronic Absenteeism.
 Increase Attendance for all students to 97%

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	Ongoing and throughout the Year
November Progress Check	Mary Hull is piloting an attendance initiative that includes having a truancy specialist on campus and a JCM. The administration and key personnel attend district meetings with Pupil Personnel. The Attendance Committee meets weekly to discuss student absences, Warning Notices, preventive measures and Incentives . Teachers call parents daily for student absences. The attendance committee meets with parents to develop an Individualized Attendance Plan. CIS provides a check in with our chronic absenteeism students and weekly incentives. The campus recognizes students with monthly perfect attendance with Medals. The campus provides phone calls and incentives to encourage attendance after the holidays. Home visits are conducted as needed.
March Progress Check	Weekly Meeting with Attendance Committee, Increased number of Attendance Team members, Attendance Committee taking on more responsibilities as a gradual release of responsibility from Truancy specialist. Ideas for Rewards and Incentives are generated among the team for preventive measures. Monthly and weekly incentives are shared. Additional team members are trained with TEAS. Phone calls and contact with parents for Dr. Notes and parent notes continue. Developing a structure and system for the responsibilities of the Attendance Team.
June Progress Check	Will continue with Weekly Attendance meetings. Will prepare a campus Attendance Policy and Attendance Brochure for staff and parents. 2017/ 2018 Attendance 95.1

Activity 1

Activity	Attendance medals and recognition during Roadrunner Rallies
Person Responsible	Administration and Attendance committee

Monitoring Measures	Scheduled Rallies , Monthly recognition
Title 1 Fund	Yes
Title 1 Campuses	SWC 9
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	Daily Attendance incentives with Roadrunner bucks, Monthly Attendance incentives and prizes.
Person Responsible	Administration and Attendance Committee
Monitoring Measures	Roadrunner Stores, Daily attendance percentage
Title 1 Fund	Yes
Title 1 Campuses	SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 3. Implement, provide, and maintain instructional facilities that support a safe, healthy, and comfortable learning environment in a growing community.

Activity 3

Activity	Attendance competition and Celebrations by Grade Levels
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Person Responsible	Administration, Attendance Committee
Monitoring Measures	Attendance sheets, daily Attendance
Title 1 Fund	Yes
Title 1 Campuses	SWC 9
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 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 : STAAR 5th Grade Science 2017 - 70%
an increase of + 6% for 2016.

Lack of science data for K- 4th .
TEKS from 2016 STAAR 40% of test is TEKS from K-4th.

Goal : Increase student awareness of healthy eating habits, and increase physical exercise time for students through out the day.

Goal Details

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

November Progress Check	This school year we have extended the breakfast time for students. Students coming in late may receive a warm breakfast up until 7:45 and may receive a sck breakfast after 7:45. Afterschool sports fro the fall semester have included the jumprope club. the campus will look for additional volunteers to support a basketball club, volleyball club, running club and cheeleading club. We will begin Go Noodle and Healthy eating segments during broadcast for the Spring semester.
March Progress Check	PLC planning time introduced to coach and Assistant. Reviewed Monthly and Weekly lesson PLANS. Reviewed district resources with Coach and assistant for planning purposes. Revised 5th Grade PE rotation to include additional Guidance time.
June Progress Check	Will plan for Field day , Bike Rodeo, Safety Patrol Rally During May PLC planning time will continue 2/ week and lesson plans will be submitted to admin.

Activity 1

Activity	Present Go Noodle during broadcast to increase percentage of physcial exercise.
Person Responsible	Admin ,
Monitoring Measures	3- 5 week on broadcast
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Present Healthy Eating options during Broadcast.
Person Responsible	Admin , school nurse and Sattler
Monitoring Measures	Presented 3-5/ week
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	Increase percentage of physical activities for afterschool enrichment.
Person Responsible	Admin, coaches
Monitoring Measures	number of students involved in afterschool sports clubs.
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	Increase percentage of students eating breakfast on a daily basis by offering breakfast after 7:30 am, offering a sack breakfast after 7:45.
Person Responsible	ASadmin, cafeteria staff, office staff
Monitoring Measures	Asking late students if they have had breakfast.

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	