



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

KALLISON ELEMENTARY SCHOOL 2017-2018

KALLISON ES

Needs Assessment 2017-2018

Process

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

In developing the needs assessment for Kallison Elementary, Staff Development needs as well as Student Needs were determined through formal and informal observations by administration, staff feedback, and campus PK-5 Data. A Leadership data team also assisted in forming goals while attending Leadership Institute. Informal assessments, teacher feedback, surveys, and general observations were also used to gather data from all staff regardless of position. The previous year's STAAR, CDB, IRI, and TPRI data was also used.

Data and Campus Practices Review

Every organization has factors that are critical to its success. These critical success factors (CSFs) help the organization thrive by helping stakeholders focus on the organization’s priorities. They are research-based and are key elements for implementing improvement efforts.

Select all data and campus practices reviewed in the needs assessment (Title I Schoolwide Component 1). Multiple selections are allowed. Then document your findings in the textbox provided. Findings should include statements of fact about the data or the practice.

CSF 1: Academic Performance	
Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.	
<input checked="" type="checkbox"/> STAAR/EOC/TAKS	
<input checked="" type="checkbox"/> Regression graphs	
<input checked="" type="checkbox"/> Student demographics	
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE	
<input checked="" type="checkbox"/> TELPAS	
<input checked="" type="checkbox"/> Promotion/retention (Elementary)	
<input type="checkbox"/> Failure rates (Secondary)	
<input type="checkbox"/> Completion and graduation rates (High School)	
<input type="checkbox"/> SAT/ACT (High School)	
<input type="checkbox"/> AP (High School)	
<input type="checkbox"/> Other	
Findings	.

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 checked="" type="checkbox"/> Common Assessments
<input type="checkbox"/> Other
Findings .

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 .	

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.	
<input checked="" type="checkbox"/> Response to Intervention	
<input checked="" type="checkbox"/> Interventions implementation and effectiveness	
<input checked="" type="checkbox"/> Student identification for increased learning time	
<input checked="" type="checkbox"/> Tutorials	

<input type="checkbox"/> Other	
Findings	.

CSF 5: Family/Community Engagement	
Family and Community Engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services.	
<input checked="" type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Family and community activities	
<input checked="" type="checkbox"/> Family and community input	
<input checked="" type="checkbox"/> Family and community services	
<input checked="" type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	
Findings	.

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	.

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 checked="" 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

Priority Needs

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

Priority Need 1

With regards to Reading; staff development, extra duty pay and resources in Reading for all student subgroups is needed to include at-risk, ELL, economically-disadvantaged and migrant students at all grade levels PK-5.
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

To assist in the area of mathematics, Kallison Elementary staff development, extra duty pay and resources in Math for all student subgroups is needed to include at-risk, ELL, economically-disadvantaged and migrant students at all grade levels PK-5.
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

To develop the campus' Writer's Workshop program at all grade levels staff development, extra duty pay and resources in Writing is needed for all student subgroups to include at-risk, ELL, economically-disadvantaged and migrant students at all grade levels PK-5.
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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

Staff development, extra duty pay and resources in Science for all student subgroups is needed to include at-risk, ELL, economically-disadvantaged and migrant students at all grade levels PK-5.

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

Technology usage at the secondary level has increased from the implementation of the flipped classroom to the use of handheld devices, as well as interactive white boards. Therefore, Staff Development and resources in Technology Integration is needed for all student subgroups to include at-risk, ELL, economically-disadvantaged and migrant students at all grade levels PK-5.

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: KALLISON ES

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 09/08/2017

SAT Member	Name	Signature
Principal	Billy Navin	
Parent Community Representative	Stephanie Smith	
Staff Representative	Margaret Martinez	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Billy Navin	Principal
Belinda Flores	Administrator
Joceline Nollkamper	Staff Member
Claudia Duby	Parent
Carrie Lewis	Staff Member

CAMPUS: KALLISON 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		8:00-11:00 Building Blocks of Reading 12:30-3:30 -Guided Reading -Getting to know your library -Getting to know your Sci lab 1:30-4:00 Rotation Spec. Dist. Pullout	Instruction	All Staff	All Students	Local	6
08/22/2017		8:00 -11:00 Guided Math 12:30-1:00 RtI Overview-sdts & expectations 1:00-3:30 Guided Math Station Creation	Instruction	All Staff	All Students	Local	6
08/23/2017		Convocation @ 8am 10:30-11:30 Campus Data Day, SIP, PLC, Handbook, 1st Day Procedures 12:30-3:30 Writer's Workshop Components	Instruction	All Staff	All Students	Local	6

10/09/2017		1/2 Day Campus: RtI Handbook/Writer's Workshop Best Practice Mini Lesson and Student Conferencing, 1/2 Day District SD	Instruction	All Staff	All Students	Local	6
11/20/2017		Teacher Choice					
11/21/2017		Teacher Choice					
02/19/2018		8:00-3:30 Writer's Wkshp/Writing in Science (Notebooks)	Instruction	All Staff	All Students	Local	6

ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES

READING (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	N/A	N/A	N/A	74%	76%	N/A	N/A	N/A	90%
African-American	N/A	N/A	N/A	62%	72%	N/A	N/A	N/A	90%
Hispanic	N/A	N/A	N/A	70%	74%	N/A	N/A	N/A	90%
White	N/A	N/A	N/A	84%	86%	N/A	N/A	N/A	90%
Economically Disadvantaged	N/A	N/A	N/A	66%	68%	N/A	N/A	N/A	75%
Special Education	N/A	N/A	N/A	44%	48%	N/A	N/A	N/A	75%
At-Risk	N/A	N/A	N/A	58%	58%	N/A	N/A	N/A	90%
Limited English Proficient	N/A	N/A	N/A	62%	63%	N/A	N/A	N/A	90%
Asian	N/A	N/A	N/A	89%	78%	N/A	N/A	N/A	90%
American Indian	N/A	N/A	N/A	73%	58%	N/A	N/A	N/A	90%
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	71%	N/A	N/A	N/A	90%
Two or More	N/A	N/A	N/A	80%	87%	N/A	N/A	N/A	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	N/A	N/A	N/A	64%	62%	N/A	N/A	N/A	85%
African-American	N/A	N/A	N/A	53%	56%	N/A	N/A	N/A	85%
Hispanic	N/A	N/A	N/A	60%	59%	N/A	N/A	N/A	85%
White	N/A	N/A	N/A	72%	73%	N/A	N/A	N/A	85%
Economically Disadvantaged	N/A	N/A	N/A	56%	52%	N/A	N/A	N/A	70%

Special Education	N/A	N/A	N/A	33%	32%	N/A	N/A	N/A	70%
At-Risk	N/A	N/A	N/A	44%	37%	N/A	N/A	N/A	85%
Limited English Proficient	N/A	N/A	N/A	54%	49%	N/A	N/A	N/A	85%
Asian	N/A	N/A	N/A	85%	72%	N/A	N/A	N/A	85%
American Indian	N/A	N/A	N/A	61%	71%	N/A	N/A	N/A	85%
Hawaiian Pacific Islander	N/A	N/A	N/A	67%	50%	N/A	N/A	N/A	85%
Two or More	N/A	N/A	N/A	70%	76%	N/A	N/A	N/A	85%

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	N/A	N/A	N/A	79%	80%	N/A	N/A	N/A	95%
African-American	N/A	N/A	N/A	66%	72%	N/A	N/A	N/A	95%
Hispanic	N/A	N/A	N/A	77%	78%	N/A	N/A	N/A	95%
White	N/A	N/A	N/A	87%	88%	N/A	N/A	N/A	95%
Economically Disadvantaged	N/A	N/A	N/A	73%	73%	N/A	N/A	N/A	95%
Special Education	N/A	N/A	N/A	53%	56%	N/A	N/A	N/A	75%
At-Risk	N/A	N/A	N/A	67%	65%	N/A	N/A	N/A	90%
Limited English Proficient	N/A	N/A	N/A	73%	72%	N/A	N/A	N/A	90%
Asian	N/A	N/A	N/A	94%	86%	N/A	N/A	N/A	95%
American Indian	N/A	N/A	N/A	78%	77%	N/A	N/A	N/A	95%
Hawaiian Pacific Islander	N/A	N/A	N/A	80%	78%	N/A	N/A	N/A	95%
Two or More	N/A	N/A	N/A	82%	89%	N/A	N/A	N/A	95%

SCIENCE (Grade 5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	

All Students	N/A	N/A	N/A	73%	76%	N/A	N/A	N/A	90%
African-American	N/A	N/A	N/A	59%	68%	N/A	N/A	N/A	90%
Hispanic	N/A	N/A	N/A	68%	73%	N/A	N/A	N/A	90%
White	N/A	N/A	N/A	84%	87%	N/A	N/A	N/A	90%
Economically Disadvantaged	N/A	N/A	N/A	65%	67%	N/A	N/A	N/A	85%
Special Education	N/A	N/A	N/A	44%	46%	N/A	N/A	N/A	80%
At-Risk	N/A	N/A	N/A	56%	59%	N/A	N/A	N/A	80%
Limited English Proficient	N/A	N/A	N/A	57%	58%	N/A	N/A	N/A	90%
Asian	N/A	N/A	N/A	89%	75%	N/A	N/A	N/A	90%
American Indian	N/A	N/A	N/A	73%	60%	N/A	N/A	N/A	90%
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	93%	N/A	N/A	N/A	90%
Two or More	N/A	N/A	N/A	81%	86%	N/A	N/A	N/A	90%

ATTENDANCE

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

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	N/A	0.75%
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17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : With regards to Reading; staff development, extra duty pay and resources in Reading for all student subgroups is needed to include at-risk, ELL, economically-disadvantaged and migrant students at all grade levels PK-5.

Goal : 3rd - 5th Grade students will score above the regression at the Meets or Masters level on the STAAR Test (at or above predict).

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, Title III
Timeline for Implementation	All Year
November Progress Check	Teachers have participated in on-going Staff Development and are continuing to develop their craft in the area of Guided Reading. Students are being assessed campus created CDBs as well as IRI's K-5. This data is being used to drive instruction. Progress will be more readily available come January when the District CDBs are given.
March Progress Check	Following results of our January CDBs we showed a significant improvement in CDB scores. Goal attainment pending STAAR Scores.
June Progress Check	According to STAAR results, this goal will likely be attained however regression graphs have not yet been published.

Activity 1

Activity	Ongoing Staff Development during SD days
Person Responsible	Reading Specialist, Classroom Teachers

Monitoring Measures	IRI's, progress monitoring, campus created CDBs, Data Meetings
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	

Activity 2

Activity	monthly Reading Meetings focused on refining Guided Reading Teaching Skills and Strategies
Person Responsible	Reading Specialist
Monitoring Measures	Implementation of the strategies in the classroom/Admin Observation/Rdg Sp Coaching in the Clsm
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	

Activity 3

Activity	Data Meetings following campus and district CDBs identifying critical areas and planning accordingly
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Person Responsible	Admin/Clsm Teachers
Monitoring Measures	Grades, Reading Levels, Analyzing Growth in IRIs and CDBs
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	

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 : To assist in the area of mathematics, Kallison Elementary staff development, extra duty pay and resources in Math for all student subgroups is needed to include at-risk, ELL, economically-disadvantaged and migrant students at all grade levels PK-5.

Goal : 3rd Grade Eco Dis Students and 5th Grade Sped Students overall subjects will score at or above the District Average.

Goal Details

Student Groups Impacted	Special Education, Eco-Dis
Funding Needed	Local
Timeline for Implementation	All Year
November Progress Check	Currently monitoring ... District Comparison Data will be available January.
March Progress Check	Following CDB results our SpEd and Eco Did pops are on track to achieving this goal.

June Progress Check	Following STAAR results this goal has been attained.
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Activity 1

Activity	Implementation of the Collab model in 5th grade (all classes).
Person Responsible	Classroom and Sp Ed Teacher
Monitoring Measures	IEP Goals, IRIs, Common Assessments, Campus and District CDB Data
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	

Activity 2

Activity	Daily/Weekly Recursive Review during classroom independent practice
Person Responsible	Sp Ed Collab Teachers
Monitoring Measures	IEP Goals, IRIs, Common Assessments, Campus and District CDB Data
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	

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 3

Need : To develop the campus' Writer's Workshop program at all grade levels staff development, extra duty pay and resources in Writing is needed for all student subgroups to include at-risk, ELL, economically-disadvantaged and migrant students at all grade levels PK-5.

Goal : Using a grade level writing rubric for K-5, students will demonstrate 1-3 levels of growth from their baseline to their end of year writing sample.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	All Year
November Progress Check	Students are progressing as seen through observation in all grade levels and writing samples. 4th grade writing cdb's in January will be a more concrete measure.
March Progress Check	According to CDB results, growth in this area is still needed.
June Progress Check	According to STAAR results, growth in this area is still needed.

Activity 1

Activity	Dedicated half of the campus allotted Staff Development time to Writer's Workshop.
Person Responsible	Reading Specialists, Classroom Teachers, District Personnel, Administration
Monitoring Measures	CDBs, Writing Samples, targeted observations
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	

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 : Staff development, extra duty pay and resources in Science for all student subgroups is needed to include at-risk, ELL, economically-disadvantaged and migrant students at all grade levels PK-5.

Goal : 5th Grade students will score at the "Meet Expectation" level on the STAAR Test at or above predict.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	All Year
November Progress Check	Comparatively with the District students do not have data. However, campus CDB administration is taking place and student progress is being made.
March Progress Check	According to CDB results we are achieving growth in this area.
June Progress Check	According to STAAR results growth is still needed in this area.

Activity 1

Activity	Science based morning intervention using quality resources and specifically allotted time.
Person Responsible	Classroom Teachers, Specialists, Admin
Monitoring Measures	Campus CDBs, District CDBs, formative classroom assessments, STAAR Test
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	
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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 5

Need : Technology usage at the secondary level has increased from the implementation of the flipped classroom to the use of handheld devices, as well as interactive white boards. Therefore, Staff Development and resources in Technology Integration is needed for all student subgroups to include at-risk, ELL, economically-disadvantaged and migrant students at all grade levels PK-5.

Goal : 100% of teachers will implement Google Classroom with all students and complete 2 academic assignments with technology integrated every grading period.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	All Year
November Progress Check	Teachers are participating putting forth efforts to not just implement Google Classroom, but many other tools such as SeeSaw meant to enrich the student experience in the classroom.
March Progress Check	Goal Achieved
June Progress Check	Goal Achieved

Activity 1

Activity	Tech Training - 21st Century Skills two part presentation provided by Tech Coach. Monthly conference mtgs w/ tech Coach.
Person Responsible	Tech Coach, TSS, Admin
Monitoring Measures	Observation

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	

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

Goal : Students and Teachers will be involved with at least one Health and fitness related activity sponsored by the campus this year.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	All Year
November Progress Check	We have many programs now such as the run club as well as planned for the future.
March Progress Check	Upon further analysis this goal needs to be rewritten.
June Progress Check	This goal will be rewritten for the 2018-19 School year to include 100% of students and 50% of Staff.

Activity 1

Activity	Involve teachers and parents in running enrichment programs. Also, solicit NISD partner programs to come teach these enrichment classes to the community.
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Person Responsible	Admin, Teachers
Monitoring Measures	Observation
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	

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	