



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

KNOWLTON ELEMENTARY SCHOOL

2017-2018

KNOWLTON ES

Needs Assessment 2017-2018

Process

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

February 20 - Overview, Data Analysis and SWOT Protocol

The school improvement plan process and timeline was reviewed with the faculty.

Staff was divided into vertical aligned teams to review data. Guiding questions were provided to help with the findings and SWOT.

Data was analyzed with their teams. Each team was instructed to write their findings and (SWOT) strengths, weaknesses, obstacles, and threats on chart paper and turn in to admin.

March 3 AM - Needs Assessment

1.) Admin and specialists met and looked for common threads repeated over multiple CSF findings.

2.) Admin and specialists identified areas of need and compiled a list.

March 3 PM - Root Cause

1.) Staff was asked to individually complete the following statement: "As students progress in grade level the percentage of students reading on level decreases because..." with 10 reasons.

2) Within their vertically aligned teams, they were to record their list on chart paper to display.

2.) A gallery walk was incorporated where the staff was able to identify the top 2 campus priority needs using colored dots. Based on the number of colored dots, those were the campus' top needs/priorities.

May 23 - Goals/ Activities

Specialists and admin met and based on the top two campus priority needs, problem statements and SMART goals were created activities/strategies to support the goals.

Data and Campus Practices Review

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

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

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 checked="" type="checkbox"/> Other IRIs, TPRIs, Tejas LEEs (Reading Inventories)

Findings	<p>Reading</p> <p>(STAAR General) All students were above 60%</p> <ul style="list-style-type: none"> 3rd below state and district-64% 4th slightly below state and district-75 5th above state (10) and district (3)-85 Grade level scores ladder up Advanced percent was under 25% -3rd state 24 district 26 knowlton 16 -4th state and district 20 knowlton 13 -5th district 28 state 25 knowlton 22 <p>(Spanish) Above 80%</p> <ul style="list-style-type: none"> 3rd passing 20% above district and state 4th 50% above state and district No students met advanced level <p>(Eco dis) 5th grade scored above 80%, higher than district (76) and state (65)</p> <p>A significant difference between 5th grade and 4th and 3rd</p> <p>(Lep) 3rd grade significantly low-48%, 20+ below state and district iif compared to 4th-84% 20+ above state and district and 5th-75% above state (54) district (63)</p> <p>(At risk) only 16% gap between AT Risk and Not At Risk in 4th and 5th grade above state and district</p> <p>Huge gap in 3rd-35%, below state and district</p> <p>(Spc Ed) 5th grade 100% 50+ state and district</p> <p>4th grade 80% 30+ state and district</p> <p>3rd grade was low with a 33% 20 below district 10 below state</p> <p>(STAAR A) 3rd and 5th had 0% passing</p> <p>4th grade had 15%, state 20 district 19</p> <p>Math</p> <p>(STAAR General) 5th grade 94% passing, ranked 6th in district</p> <ul style="list-style-type: none"> Below state average in 3rd and 4th grade 54% in 3rd, at bottom 4 in the district <p>(Advanced) 5th grade above state, but right at district</p> <ul style="list-style-type: none"> 3rd and 4th were below district and state <p>(Spanish) 100% in 4th</p> <ul style="list-style-type: none"> Below district in 3rd, with only 50% passing No advance <p>(Eco Dis) 5th grade significantly above state and district</p> <ul style="list-style-type: none"> 4th grade above both state and district 3rd at bottom 3, with only 50%, and significantly below state and district <p>(LEP) 5th grade 100%</p> <ul style="list-style-type: none"> 4th was above district and state at 79% 3rd grade was below district and state at 52% <p>(At Risk) only 4% gap between At Risk and Not At Risk in 4th</p> <ul style="list-style-type: none"> Only 10% gap between At Risk and Not At Risk in 5th Large gap between At Risk and Not At Risk in in 3rd <p>(Spec Ed) 4th grade had 80% pass</p> <ul style="list-style-type: none"> Above district for 3rd-67% 5th grade had 0% <p>(STAAR A) above district, below state for 3rd grade</p> <ul style="list-style-type: none"> Above state and district for 4th-23% Below state and district for 5th-17% <p>Writing</p> <p>(STAAR General) below district and state at 54%</p> <ul style="list-style-type: none"> Below state and district in advanced-2% (state was at 15%, state was 13%)
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(Spanish) about 20% above district and state
 No advanced (state was at 17%, district was at 14%)
 (Eco Dis) below state and district (state at 61%, district 60%) at 52%
 (LEP) 20% above state and district with 71%
 (At Risk) small gap-18% between At Risk and Not At Risk, better than district and state
 (Spec Ed) about 15% below district and state with only 20% passing
 (STAAR A) below state and district with only 8% passing

Science
 (STAAR General) one point below state at 74%
 (Eco Dis) one point below district with a 73%, but above state
 (LEP) 10% above district and state with 75%
 (At Risk) larger gap-47%in comparison to the district and state between At Risk and Not At Risk
 (Spec Ed) above state, below district with 50 % passing
 (STAAR A) below district-28% and state-26% with 0%

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	<p>2016-2017 Academic School Year Data:</p> <ul style="list-style-type: none"> -152 Students have 10 or more absences (counting excused and unexcused absences) -93% Student Attendance -Student Discipline Referral numbers are low and includes repeat offenders <p>CDB DATA</p> <p>5th Grade</p> <p>Math</p> <ul style="list-style-type: none"> -scores decreased by 5% from first to third CDB <p>Reading</p> <ul style="list-style-type: none"> -scores decrease 2% from first to second CDB <p>Science</p> <ul style="list-style-type: none"> -scores increased by 5% from first to second CDB <p>4th Grade</p> <p>Math</p> <ul style="list-style-type: none"> -18 point increase from first to second CDB <p>Reading</p> <ul style="list-style-type: none"> -not enough data <p>Science</p> <ul style="list-style-type: none"> -3 point increase from first to second
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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 checked="" type="checkbox"/>	Other TTESS
Findings	<ul style="list-style-type: none"> - Need clear/consistent expectations on instructional planning. - Admin has open door policy. - Master Schedule was reworked to allow push-in by academic specialists in 2017-2018 - Parent Surveys were informative in developing goal and activities for 2017-2018

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 Master Schedule

Findings	<ul style="list-style-type: none"> - Inconsistent implementation of school wide reading initiative across all grade levels. - Inconsistent tier I instruction and school wide interventions implemented across all grade levels. - High number of students in eRTI process. - Structured intervention time (block) implemented. - Weekly team meetings (teachers meet with specialists) is consistent.
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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	<ul style="list-style-type: none"> - PTA meetings attendance increase due to jointly held with academic nights. - Parents have expressed the need for homework (strategies) assistance. - Knights in the library have high parent/student attendance. - Parents have indicated/expressed they would like to have the Counselors' Cafecitos continued. - Low number of parent volunteers. - All communication sent home is in both languages- English and Spanish.
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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 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
<ul style="list-style-type: none"> - Many opportunities for students to participate in extra curricular activities for 3rd-5th grades. - Opportunities for student incentives are consistent-perfect attendance incentive (game-truck) every nine week period, awards assemblies to include a new incentive- spirit sticks for report card, TK store every nine week period, Knowlton Bucks-can earn increments of 50 up to 250 to earn class incentive

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	
	<ul style="list-style-type: none"> - Teachers need more training on how to implement technology effectively in the classroom. - In reading, genre study trainings were consistently implemented for all grade levels. - Teachers need professional development in guided reading, guided math, strategic groupings, and the use of motivation math. More so, how to purposefully plan for instruction to meet the needs of students.

Priority Needs

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

Priority Need 1

Instructional planning is not being implemented within and among grade levels.

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

Parents communicate the need for strategies/resources to help their children with academics, behavior, and socio-emotional concerns.

CSF 5 Family and Community Engagement
CSF 6 School Climate

CAMPUS: KNOWLTON 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	08/21/2017	Professional Learning Communities Foundations, Teacher Access Center, Dyslexia Training, College Begins in Kinder	Collaboration	All Staff	All Students	600	7
08/22/2017	08/23/2017	Educators Guide to High Risk Behavior, Cybersecurity, Bloodborne Pathogens, Mentoring Minds Workshop	Instruction	All Staff	All Students	100	7
08/23/2017	08/25/2017	Staff Handbook, Crisis Plan, 1st day Procedures, Instructional Planning	Instruction	All Staff	All Students	600	7
10/09/2017		District PD on Professional Learning Communities, Writer's Workshop Revisited	Collaboration	All Staff	All Students	1500	7
11/20/2017	11/15/2017	Guided Reading Professional Development by Becky Koesel	Instruction	All Staff	All Students	1900	7
11/21/2017	11/16/2017	Strategic Groupings Professional Development by Becky Koesel	Instruction	All Staff	All Students	1900	7

02/19/2018		District PD on Professional Learning Communities, SIP 18-19 process	Collaboration	All Staff	All Students	100	7
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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	70%	34%	70%	74%	76%	68%	36%	17%	70%
African-American	88%	13%	90%	62%	72%	60%	40%	0%	65%
Hispanic	70%	34%	68%	70%	74%	67%	34%	16%	70%
White	65%	35%	65%	84%	86%	77%	48%	29%	80%
Economically Disadvantaged	66%	31%	65%	66%	68%	65%	33%	17%	70%
Special Education	28%	15%	30%	44%	48%	41%	15%	0%	50%
At-Risk	57%	18%	55%	58%	58%	57%	27%	12%	60%
Limited English Proficient	64%	26%	63%	62%	63%	57%	27%	14%	65%
Asian	N/A	N/A	N/A	89%	78%	100%	100%	100%	100%
American Indian	N/A	N/A	N/A	73%	58%	N/A	N/A	N/A	100%
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	71%	0%	0%	0%	N/A
Two or More	100%	67%	100%	80%	87%	100%	0%	0%	100%

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	50%	20%	45%	64%	62%	39%	22%	6%	44%
African-American	100%	100%	100%	53%	56%	67%	33%	0%	70%
Hispanic	54%	19%	55%	60%	59%	38%	21%	7%	45%
White	18%	18%	23%	72%	73%	36%	27%	0%	45%
Economically Disadvantaged	48%	24%	45%	56%	52%	36%	20%	5%	45%

Special Education	11%	6%	15%	33%	32%	21%	14%	7%	30%
At-Risk	39%	9%	35%	44%	37%	29%	13%	3%	40%
Limited English Proficient	60%	20%	50%	54%	49%	31%	11%	3%	50%
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%	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	Approaches Standard	Approaches Standard	
All Students	68%	33%	68%	79%	80%	70%	41%	17%	75%
African-American	75%	50%	78%	66%	72%	40%	20%	0%	50%
Hispanic	69%	31%	75%	77%	78%	70%	40%	16%	75%
White	58%	38%	63%	87%	88%	77%	45%	26%	80%
Economically Disadvantaged	68%	30%	65%	73%	73%	68%	39%	16%	75%
Special Education	43%	13%	45%	53%	56%	43%	15%	2%	50%
At-Risk	60%	18%	56%	67%	65%	61%	29%	11%	70%
Limited English Proficient	65%	25%	63%	73%	72%	63%	34%	13%	70%
Asian	N/A	N/A	N/A	94%	86%	100%	100%	100%	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%	0%	0%	0%	N/A
Two or More	100%	100%	100%	82%	89%	100%	100%	100%	100%

SCIENCE (Grade 5)

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

All Students	69%	27%	65%	73%	76%	67%	35%	14%	75%
African-American	75%	0%	50%	59%	68%	0%	0%	0%	N/A
Hispanic	68%	26%	68%	68%	73%	69%	35%	13%	75%
White	75%	25%	82%	84%	87%	57%	29%	29%	65%
Economically Disadvantaged	70%	29%	66%	65%	67%	64%	32%	10%	70%
Special Education	30%	20%	35%	44%	46%	43%	19%	5%	50%
At-Risk	47%	12%	44%	56%	59%	63%	26%	9%	70%
Limited English Proficient	67%	50%	72%	57%	58%	48%	19%	0%	50%
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%	N/A	N/A	N/A	N/A
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%	95.8%	96%
African-American	95.4%	95.8%	95.5%	96%
Hispanic	95.6%	95%	95.7%	96%
White	96%	95.8%	96.7%	97%
Economically Disadvantaged	95.4%	94.4%	95.7%	96%
Special Education	94.5%	93.9%	95.3%	95%
Limited English Proficient	96.4%	95.8%	96.8%	97%
Asian	97.8%	96.8%	97.2%	97%
American Indian	95.3%	95.2%	N/A	N/A
Hawaiian Pacific Islander	95.5%	96.1%	94.9%	95%
Two or More	95.9%	96%	97.5%	98%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	0.53%	0.3%
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17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : Instructional planning is not being implemented within and among grade levels.

Goal : Implement professional learning communities and purposeful instructional planning with 100% of staff members.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, ELL, Hispanic
Funding Needed	Local, Title II, Title III, State Compensatory
Timeline for Implementation	August 2017-June 2018
November Progress Check	All staff have taken part in weekly instructional planning on Mondays from 3:15-5:00pm. Specialists and Administrators have sat in for instructional support. Teachers have met to disaggregate reading, math, or writing data to include IRIs, TPRIs, running records, writing samples, CDBs, and other formative assessments. Data has be used to determine student reading, math, or writing groups and to plan for instruction to allow for flexible grouping. Staff members have provided targeted intervention and/or enrichment for students on a daily basis at the designated time of 8:00-8:30am. Flexible groups have been created in an effort to meet all student needs. Academic specialists have consistently been in classrooms modeling Tier I instructional practices in the areas of reading, math and writing that aims to provide rigorous, complex, and meaningful learning.

March Progress Check	All staff have taken part in weekly instructional planning on Mondays from 3:15-5:00pm. Specialists and Administrators have sat in for instructional support. Teachers have met to disaggregate reading, math, or writing data to include IRIs, TPRIs, running records, writing samples, CDBs, and other formative assessments. Data has been used to determine student reading, math, or writing groups and to plan for instruction to allow for flexible grouping. Staff members have provided targeted intervention and/or enrichment for students on a daily basis at the designated time of 8:00-8:30am. Flexible groups have been created in an effort to meet all student needs. Academic specialists have consistently been in classrooms modeling Tier I instructional practices in the areas of reading, math and writing that aims to provide rigorous, complex, and meaningful learning. Special Education teachers are meeting every Wednesday morning to discuss instructional practices to meet the needs of students.
June Progress Check	All staff have taken part in weekly instructional planning on Mondays from 3:15-5:00pm. Specialists and Administrators have sat in for instructional support. Teachers have met to disaggregate reading, math, or writing data to include IRIs, TPRIs, running records, writing samples, CDBs, and other formative assessments. Data has been used to determine student reading, math, or writing groups and to plan for instruction to allow for flexible grouping. Staff members have provided targeted intervention and/or enrichment for students on a daily basis at the designated time of 8:00-8:30am. Flexible groups have been created in an effort to meet all student needs. Academic specialists have consistently been in classrooms modeling Tier I instructional practices in the areas of reading, math and writing that aims to provide rigorous, complex, and meaningful learning. Special Education teachers are meeting every Wednesday morning to discuss instructional practices to meet the needs of students.

Activity 1

Activity	<p>Staff development will be provided to all staff members on Professional Learning Communities.</p> <p>Staff development will be provided to 3rd and 4th grade teaching on Writer's Workshop.</p> <p>Staff development will be provided to all classroom teachers by Matt Reveley on Mentoring Minds: How to make the most of Motivation Math.</p>
Person Responsible	<p>Administration</p> <p>Teacher Leaders</p> <p>Academic Specialists</p>
Monitoring Measures	<p>Assessment Data</p> <p>Data Review with Grade Level Teams</p> <p>Administration Walk-Throughs</p> <p>Lesson Plans</p>
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5
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	All staff will take part in weekly instructional planning on a select day after school for a period of two hours. Specialists and Administrators will sit in for instructional support.
Person Responsible	Administration Teacher Leaders Academic Specialists
Monitoring Measures	Assessment Data Data Review with Grade Level Teams Administration Walk-Throughs Lesson Plans
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 5, 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 3

Activity	Teachers will meet to diaggregate reading, math, writing or science data to include IRIs, TPRIs, running records, CDBs, and other formative assessments. Data will be used to determine student reading, math, writing or science groups and to plan for instructiona to allow for flexible grouping.
Person Responsible	Administration Teacher Leaders Academic Specialists

Monitoring Measures	Assessment Data Data Review with Grade Level Teams Administration Walk-Throughs Lesson Plans
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 8, 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 4

Activity	Staff members will provide targeted intervention and/or enrichment for students on a daily basis at the designated time of 8:00-8:30am. Flexible groups will be created in an effort to meet all student needs.
Person Responsible	Teachers Academic Specialists Administrators
Monitoring Measures	Assessment Data Data Review with Grade Level Teams Administration Walk-Throughs Lesson Plans
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 8, 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	Academic Specialists and administrators will be in classrooms modeling Tier I instructional practices in the areas of reading, math and writing that aims to provide rigorous, complex, and meaningful learning.
Person Responsible	Academic Specialists Administrators
Monitoring Measures	Assessment Data Data Review with Grade Level Teams Administration Walk-Throughs Lesson Plans
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 8, 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	

Goal 2

Need : Parents communicate the need for strategies/resources to help their children with academics, behavior, and socio-emotional concerns.

Goal : Provide monthly opportunities for parents and students to access strategies/resources to address academic, behavioral, and socio-emotional needs.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, ELL, Migrant, Homeless
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Funding Needed	Local, State Compensatory, Other
Timeline for Implementation	August 2017-June 2018
November Progress Check	Sept. 28 BooHoo Breakfast Sept. 6-7 Parent Academic Orientation Nights Sept. 14 Presentation by The Center of Missing and Exploited Children Sept. 29 Grandparents Breakfast Sept. 29 NISD Parent Symposium Oct. 5 PK Presentation: Literacy Happens at Home Oct. 18-19 Donuts with Dad Oct. 25 Monthly Makerspace Night in the Library Nov. 8-9 Muffins with Mom Nov. 29 David's Law Parent Presentation Nov. 30 Monthly Makerspace Night in the Library
March Progress Check	Dec. 8 Cafecito - Winter Family Bonding Jan. 25 Monthly Makerspace Night in the Library Feb. 15 Science Night Feb. 22 Dyslexia Parent Night Mar. 28 Monthly Makerspace Night in the Library
June Progress Check	April 12 Fiesta Fun Math Night April 25 Monthly Makerspace Night in the Library May 3 Cafecito - Overcoming Test Anxiety May 24 Author's Night May 30 Cafecito - Summer Family Bonding May 30 Monthly Makerspace Night in the Library

Activity 1

Activity	Provide content specific academic events (nights and/or during the day) that focus on instructional strategies for parents to assist their children in the home.
Person Responsible	Grade Level Teachers Academic Specialists Counselors Administration
Monitoring Measures	Parent Surveys Parent Sign In Sheets
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 6, SWC 7, SWC 8, SWC 9

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 2

Activity	Conduct cafecitos for parents and their respective students that focus on parent-child relationships, behavioral management and socio-emotional guidance.
Person Responsible	Counselors Administration
Monitoring Measures	Parent Surveys Parent Sign In Sheets
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 4, SWC 6
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	Professional staff and counselors will continue with student self confidence building, anti-bullying awareness, post secondary awareness and readiness, beginning of year orientations/assemblies, guidance lessons (focus on coping skills) and KELSO choices to support student behaviors and parent needs.
Person Responsible	Teachers Counselors Administration

Monitoring Measures	Parent Surveys Parent Sign In Sheets Admin Walkthroughs
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4, SWC 6
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 4

Activity	Create a parent resource room where parents can learn more about the school, learn more about how to support learning at home, and learn more about how to become more active in the school community. Parents will also gain skills for personal growth (Example: Provide English as a Second Language Classes for parents and community members.)
Person Responsible	Counselors Administration
Monitoring Measures	Parent Surveys Parent Sign In Sheets
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 4, SWC 6, SWC 7, SWC 10
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 5

Activity	Promote attendance and safety in schools/community through guidance lessons, incentives, resources, and presentations provided for students and parents.
Person Responsible	Teachers Counselors Administration NISD Officer
Monitoring Measures	Parent Surveys Parent Sign In Sheets Student Office Referrals Student Discipline Tickets Knowlton Buck Class Recognition TK Student Recognition Daily Attendance Percentage
Title 1 Fund	Yes
Title 1 Campuses	SWC 4, SWC 6
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.

Goal : Coordinate activities for students to participate in SB 892 School Health and Physical Activities. Specifically, develop goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages, the use of success of any method to ensure students are reaching required moderate or vigorous physical activity (MVPA), and any other indicator recommended by SHAC.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, State Compensatory

Timeline for Implementation	August 2017-June 2018
November Progress Check	CATCH, PE classes, Go Noodle in progress
March Progress Check	CATCH, PE Classes, Go Noodle in progress
June Progress Check	CATCH, PE Classes, Go Noodle in progress

Activity 1

Activity	CATCH PE classes Go Noodle Go Kids Challenge NEF Walk Jump Rope for Heart
Person Responsible	PE Coaches Teachers Administration
Monitoring Measures	Administration Walkthroughs Surveys
Title 1 Fund	Yes
Title 1 Campuses	SWC 2
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	
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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	