



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



## SCHOOL IMPROVEMENT PLAN

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# KUENTZ ELEMENTARY SCHOOL

## 2017-2018

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### OUR MISSION

At Kuentz, we are empowering a community of successful learners!

# KUENTZ ES

## Needs Assessment 2017-2018

### Process

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

Last summer our leadership team attended data day. At that time we analyzed all of our STAAR data as well as other data from the district. Together we confirmed that the goals we had written for this year's SIP were still appropriate. Throughout the year we continued to monitor our data via CDB's and common assessments from the MSD. On March 30, 2017 the leadership team met for a half-day planning with SIP specialist, Marissa Pena. Marissa walked us through a needs assessment in which we explored data pertaining to all of the Critical Success Factors. Together we identified all of our needs and wrote problem statements. The following Monday, Marissa came back to Kuentz and facilitated our faculty meeting. Working in groups, the entire faculty analyzed the results of the needs assessment and the resulting problem statements. Each group was assigned a problem statement to discuss. From there, the problem statements were written as goals. On May 1 the leadership team met after school and continued the work. They analyzed the goals the faculty had written and discussed next steps. Splitting into groups, we began the work to write the activities we would use to help us reach our goals. On the May 5 Early Release Day, the leadership team met to continue that work. Finally, on May 15 the team leaders presented the SIP to the faculty for any final comments and revisions. On May 24 we reviewed our plan goals and focused on our staff development plan at our SAT meeting.

**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	<p>Our data is showing an increase in performance for "all students."</p> <p>A trend is there is a large gap between "all students" and "at risk" students.</p> <p>Fourth grade Eco-Dis in reading and math is significantly below the "all students" scores.</p> <p>The pass rate for all students goes up by grade level, but the AAP% goes down by grade level.</p> <p>A trend is that Kuentz is where they need to be with regression.</p> <p>A trend is that Kuentz has room for improvement with AAP regression.</p>
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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	<p>At Kuentz, we use STAAR data, CDB data, and reading inventories during PLC time to create common assessments, prescriptive recursive review, CSI interventions and small groups.</p> <p>At Kuentz we use data tracking sheets to monitor our special subgroups/populations.</p> <p>Kuentz attendance rate is consistently at 97% or higher.</p>
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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.

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	<p>This area was found to be an area of strength. We embed professional development through our book studies, learning walks, PLC's, and leadership team meetings. We have grown in the use of Twitter as a professional development tool.</p>
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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	<p>We utilize an intervention time Monday - Thursday to support all students throughout the grade levels.</p> <p>At this time, there is not a structure in place to evaluate the effectiveness of that intervention time.</p> <p>At this time, there are no specific guidelines for intervention time.</p>
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**CSF 5: Family/Community Engagement**

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

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

Findings	<p>This is an area of strength for us. We participate in a multitude of Helotes community events. We partner with many businesses and successfully hosted several service projects benefitting the Helotes community, NISD sister schools, and San Antonio community agencies.</p>
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**CSF 6: School Climate**

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

- Teacher surveys
- Parent surveys
- Student surveys or panels

<input type="checkbox"/> Discipline	
<input checked="" type="checkbox"/> Student attendance	
<input checked="" type="checkbox"/> Extra-curricular activities and clubs	
<input type="checkbox"/> Other	
Findings	<p>Feedback from the annual teacher survey is utilized for planning purposes.</p> <p>Feedback from the annual parent survey is utilized for planning purposes.</p> <p>Some teachers are doing a parent/student survey for their individual classroom.</p> <p>We have an extensive number of school clubs involving approximately 400 students.</p> <p>All students in the school have the opportunity for a leadership role either in the classroom or a school-wide role.</p> <p>4th and 5th grade students complete a Leader in Me survey each year to give us data on their growth in the understanding/use of the 7 habits.</p>

<b>CSF 7: Teacher Quality</b>	
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 type="checkbox"/> Teacher experience and years on campus	
<input type="checkbox"/> Class size	
<input checked="" 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 checked="" type="checkbox"/> Effectiveness of planning and collaboration	
<input checked="" type="checkbox"/> Professional development experiences and requests	
<input type="checkbox"/> Other	
Findings	<p>We have an experienced staff.</p> <p>There is no correlation between CDB data and STAAR data.</p> <p>There are no vertical expectations with writing instruction.</p> <p>There are no vertical expectations with science instruction.</p> <p>There are limited opportunities for teachers to plan with other grade levels.</p>

**Priority Needs**

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

Priority Need 1

The campus is below the regression line for AAP in all grades and subjects.

CSF 1 Academic Performance

Priority Need 2

There are no campus-wide expectations for writing instruction, K-5.

CSF 7 Teacher Quality

Priority Need 3

There is no structure for monitoring the effectiveness of interventions.

CSF 4 Increased Learning Time

**Campus: KUENTZ ES**

**School Improvement Plan Signatures**

**School Advisory Team approves the full campus improvement plan.**

**Date of SAT Meeting: 05/24/2017**

<b>SAT Member</b>	<b>Name</b>	<b>Signature</b>
Principal	Lori Gallegos	
Parent Community Representative	Susan Whitehead	
Staff Representative	Patricia Snyder	

**LIST SAT MEMBERS IN THE BLANKS BELOW**

<b>FULL NAME</b>	<b>POSITION</b>
Lori Gallegos	Principal
Kasey Crick	Administrator
Christie Szabo	Parent
Jennifer Staver	Parent
Debbie Richardson	Parent
Susan Whitehead	Parent
Nicole Vern	Parent
Kayla Bruns	Staff Member
Patricia Snyder	Staff Member
Jennifer Ritchey	Staff Member
Jeff Dillahunty	Staff Member
Kim Stewart	Central Office Representative
Anissa Moore	Business Representative



**CAMPUS: KUENTZ 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**

<b>Date</b>	<b>Alternate Date(s)</b>	<b>Title and Description or Teacher Choice</b>	<b>Staff Development Area</b>	<b>Audience</b>	<b>Targeted Student Group</b>	<b>Funding Source / Costs</b>	<b># of CPE Hours</b>
08/21/2017		PLC's Revisited and T-TESS Updates(a.m.), District Pull-Out Sessions for Specialists and Gradebook and Grade Level Team Planning (p.m.)	Collaboration	All Teachers	All Students	None	6
08/22/2017		Choice Sessions (Mini Conference):Nearpod, Padlet, Virtual Reality, BreakoutEDU (a.m.); Workday (p.m.)	Technology	All Teachers	All Students	None	6
08/23/2017		Campus Updates: (flipped schedules) The Foundations of Writing and Math Structures for classroom teachers; specialists: Gradebook	Instruction	Classroom Teachers	All Students	Title II and State Compensatory	6
10/09/2017		1/2 Day District Staff Development - PLC's; 1/2 Day Campus Staff Development PLC Work	Collaboration	All Teachers	All Students	None	6
11/20/2017	08/14/2017	Campus Retreat - Teambuilding through Innovative Teaching Practices	Instruction	All Teachers	All Students	None	6

11/21/2017	08/15/2017	Campus Retreat - Guided Math with Dr. Niki Newton	Instruction	All Classroom Teachers	All Students	Local	6
02/19/2018		Writing Compositions - Vertical Alignment	Collaboration	All Teachers	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	89%	63%	90%	74%	76%	86%	58%	34%	90%
African-American	91%	55%	95%	62%	72%	67%	50%	17%	70%
Hispanic	90%	60%	90%	70%	74%	85%	55%	31%	90%
White	88%	65%	90%	84%	86%	86%	60%	37%	90%
Economically Disadvantaged	79%	50%	85%	66%	68%	81%	39%	22%	85%
Special Education	64%	45%	70%	44%	48%	69%	46%	21%	72%
At-Risk	73%	38%	75%	58%	58%	63%	19%	4%	70%
Limited English Proficient	50%	0%	90%	62%	63%	100%	33%	0%	90%
Asian	78%	78%	90%	89%	78%	100%	100%	63%	90%
American Indian	100%	100%	100%	73%	58%	100%	100%	100%	90%
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	71%	50%	50%	50%	100%
Two or More	94%	81%	95%	80%	87%	94%	63%	44%	95%

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	80%	42%	85%	64%	62%	71%	45%	12%	75%
African-American	100%	100%	100%	53%	56%	0%	0%	0%	70%
Hispanic	78%	40%	85%	60%	59%	67%	40%	12%	70%
White	81%	44%	90%	72%	73%	76%	49%	10%	80%
Economically Disadvantaged	83%	33%	85%	56%	52%	43%	22%	0%	50%

Special Education	47%	13%	70%	33%	32%	52%	30%	17%	57%
At-Risk	32%	5%	70%	44%	37%	32%	4%	0%	50%
Limited English Proficient	N/A	N/A	80%	54%	49%	N/A	N/A	N/A	75%
Asian	N/A	N/A	80%	85%	72%	100%	100%	50%	90%
American Indian	N/A	N/A	N/A	61%	71%	100%	100%	0%	90%
Hawaiian Pacific Islander	N/A	N/A	N/A	67%	50%	N/A	N/A	N/A	N/A
Two or More	89%	33%	90%	70%	76%	75%	50%	50%	80%

**MATHEMATICS (Grades 3-5)**

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	91%	60%	90%	79%	80%	89%	63%	32%	90%
African-American	91%	45%	90%	66%	72%	83%	17%	0%	90%
Hispanic	91%	58%	90%	77%	78%	88%	62%	25%	90%
White	91%	63%	95%	87%	88%	92%	66%	38%	95%
Economically Disadvantaged	80%	38%	85%	73%	73%	77%	48%	20%	80%
Special Education	68%	45%	75%	53%	56%	71%	48%	15%	75%
At-Risk	76%	26%	80%	67%	65%	67%	35%	8%	70%
Limited English Proficient	100%	0%	90%	73%	72%	100%	67%	67%	90%
Asian	100%	78%	100%	94%	86%	100%	100%	100%	90%
American Indian	100%	100%	100%	78%	77%	100%	100%	100%	90%
Hawaiian Pacific Islander	N/A	N/A	N/A	80%	78%	50%	50%	50%	75%
Two or More	88%	56%	90%	82%	89%	88%	50%	25%	90%

**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	81%	32%	85%	73%	76%	84%	32%	9%	88%
African-American	86%	14%	90%	59%	68%	100%	0%	0%	90%
Hispanic	74%	27%	80%	68%	73%	80%	27%	6%	85%
White	87%	34%	90%	84%	87%	88%	40%	15%	90%
Economically Disadvantaged	76%	19%	75%	65%	67%	62%	8%	0%	65%
Special Education	75%	38%	80%	44%	46%	57%	29%	14%	60%
At-Risk	64%	5%	70%	56%	59%	50%	12%	0%	60%
Limited English Proficient	0%	0%	80%	57%	58%	N/A	N/A	N/A	N/A
Asian	86%	71%	90%	89%	75%	100%	50%	0%	100%
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%	50%	80%	81%	86%	78%	11%	0%	80%

## ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	96.8%	97%
African-American	95.4%	95.8%	96.1%	96.2%
Hispanic	95.6%	95%	96.5%	96.7%
White	96%	95.8%	97.1%	97.2%
Economically Disadvantaged	95.4%	94.4%	95.8%	96%
Special Education	94.5%	93.9%	96.1%	96.2%
Limited English Proficient	96.4%	95.8%	97.6%	97.7%
Asian	97.8%	96.8%	98%	98%
American Indian	95.3%	95.2%	97.6%	97.7%
Hawaiian Pacific Islander	95.5%	96.1%	95.3%	96%
Two or More	95.9%	96%	96.5%	96.7%

## RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	0.29%	0.25%
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## 17-18 School Improvement Plan - Objectives and Activities

### Goal 1

Need : The campus is below the regression line for AAP in all grades and subjects.

Goal : When tracked from year to year, student cohorts will increase percent of students scoring "Masters Grade Level" on math STAAR by 3%

### Goal Details

Student Groups Impacted	All Students, Eco-Dis
Funding Needed	Local, Title II
Timeline for Implementation	August, 2017- June, 2018
November Progress Check	Based on common assessments we are seeing improvement in this area. However, we will not have a solid measure until we have the results from the math CDB's for 4th and 5th grades in January.
March Progress Check	Based on the CDB's that were given in January, we feel that we are on target to reach this goal.
June Progress Check	Based on STAAR Scores, 37% of our 4th grade student cohort scored at the Masters level, compared to 32% in 3rd grade. This is a 5 point gain! In addition, 46% of our 5th grade student cohort scored at the Masters level, compared to 30% in 4th grade. This is a 16 point gain! We exceeded this goal!

### Activity 1

Activity	Create a 2nd grade end of year assessment from which to measure growth on 3rd grade STAAR. Administer to all 2nd grade students in May.
Person Responsible	MSD 2nd Grade Teachers

Monitoring Measures	Create by April 30. Administer by May 15. Analyze data prior to June 6.
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 5. Provide rigorous, complex, and meaningful learning that promotes readiness for post PK-12 experiences.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 2

Activity	Create a Vertical Higher Order Thinking (HOTS) Team to analyze assessment data as it pertains to our advance learners, create rigorous learning opportunities, and collaborate with the technology coach for in depth learning experiences.
Person Responsible	Principal, GT Teacher, and MSD
Monitoring Measures	May-Teachers sign up to look ahead and possibly attend staff development BOY-determine members, focus and timeline Meet 3 times per year to collaborate on projects and vertically align TEKS, common academic vocabulary
Title 1 Fund	
Title 1 Campuses	
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 3



Activity	Participate in the NISD GT/Math Enrichment pilot program and all of its corresponding training and requirements.
Person Responsible	Principal, MSD, GT Teacher
Monitoring Measures	Create class lists with 1-2 GT Pilot Classrooms per grade level. Identify Pilot Teachers Attend the 30 hours of GT staff development Participate in all NISD pilot school training CDB and Common Assessment scores STAAR and EOY assessment scores in math
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 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	
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**Activity 5**

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

**Goal 2**

Need : There are no campus-wide expectations for writing instruction, K-5.

Goal : Design and implement campus wide writing expectations for grade K-5 by the end of the first 9 weeks.

**Goal Details**

Student Groups Impacted	All Students
Funding Needed	State Compensatory

Timeline for Implementation	May, 2017- Oct. 30, 2017
November Progress Check	So far this year we have come together as a staff for training in Grammar Matters, the district follow up to Grammar Matters, and a Writer's Workshop overview. Our campus wide expectation has been in the teaching of grammar, focusing on the concepts learned at training, as well as the use of Writer's Workshop model. While all grades have evidence of grammar teaching, we are still working toward the Writer's Workshop model. We are making progress, however, in that all grade levels have at least the majority of teachers implementing at this time.
March Progress Check	We continue to see evidence of improvement in the area of grammar. We have decided to make this goal a 2 year goal. At our Team Leader meeting on April 30, we will do a Root Cause analysis protocol to determine why we continue to struggle with our writing scores. We anticipate that there is an increased need for professional development and expectations in the area of writing instruction. Once the root cause analysis is complete, we will tweak the goal to reflect the cause.
June Progress Check	Although we saw significant gains in our scores on writing common assessments in 4th grade, our overall STAAR scores went down to 70% passing. This goal was not met and will continue to be worked on next year.

#### Activity 1

Activity	Create a survey for writing to establish baseline data that will be used to plan for professional development and the creation of writing guidelines.
Person Responsible	Leadership Team SIP Writing Members
Monitoring Measures	Creation of the survey Survey results
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

#### Activity 2

Activity	Create campus writing expectations.
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Person Responsible	Principal and reading specialist
Monitoring Measures	Creation of the guidelines
Title 1 Fund	
Title 1 Campuses	
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	Create a vertical planning writing cadre to analyze writing TEKS vertically and plan for instruction.
Person Responsible	Reading Specialist
Monitoring Measures	Creation of vertical team Meeting agenda and notes Writing composition scores STAAR writing scores
Title 1 Fund	
Title 1 Campuses	
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 4

Activity	Provide writing professional development in August and February to develop a common language and common understanding of the foundations of writing.
Person Responsible	Principal
Monitoring Measures	Professional Development Agenda Teacher Evaluations from session
Title 1 Fund	
Title 1 Campuses	
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 5

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

Promote a Safe Environment for Students and Staff	
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**Goal 3**

**Need :** There is no structure for monitoring the effectiveness of interventions.

**Goal :** Implement formative assessments to monitor the effectiveness of intervention time. Interventions will be monitored formally, as determined by each team per intervention, at least twice per 9 weeks.

**Goal Details**

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	Oct. 27, 2017 Jan. 19, 2018 March 29, 2018
November Progress Check	Common assessments have been administered in each grade level at least 2x in the first nine weeks. Intervention time has been adjusted based on this data.
March Progress Check	We have moved away from this goal and instead, focused on the implementation of the Rtl system with fidelity. The system has a place for us to document our progress measures. We have conducted training with the staff once monthly at our Rtl open lab as well as individually as needed. Teachers have made great progress with the monitoring of intervention data using the Rtl system. Common assessments continue to be given but they are generally focused on academic growth in subject areas rather than focused on a specific intervention.
June Progress Check	Our Rtl system goal was achieved. We implemented the use of the Rtl system with fidelity as evidenced by the archived records in June. We will continue to work on this goal, however, with revisions in the way we monitor the Rtl records next school year.

**Activity 1**

Activity	Based on data and availability, teams determine interventions that will be used at that grade level and assign students to groups.
Person Responsible	Team Leaders

Monitoring Measures	Intervention spreadsheets listing students by name
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 2

Activity	Each grade level team will create a shared document and input intervention data twice each 9 weeks.
Person Responsible	Grade level teachers Specialists Admin
Monitoring Measures	Intervention data Shared document
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 3

Activity	Create common assessments to be implemented twice per nine weeks for each student in each intervention.
Person Responsible	Team Leaders Team Members
Monitoring Measures	Common Assessment Scores Team Shared Document
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

#### Activity 4

Activity	The leadership team will analyze intervention data to determine progress, lack of progress, and areas for improvement each nine weeks.
Person Responsible	Principal
Monitoring Measures	Team Leader Agendas Quarterly grade level spreadsheets RtI reports CDB Scores/Common Assessment Scores STAAR Scores
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	



Promote a Safe Environment for Students and Staff	
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Activity 5

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

Goal :

Goal Details

Student Groups Impacted	
Funding Needed	
Timeline for Implementation	
November Progress Check	
March Progress Check	

June Progress Check	
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Activity 1

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 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 : Host an APEX fun run to encourage 100% of our students to participate in healthy exercise habits.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	March, 2018

November Progress Check	PTA has scheduled the APEX run. Everything is on schedule to complete this goal.
March Progress Check	The APEX run was held. All students participated in the run or as cheer/spectators if not able to run for health reasons.
June Progress Check	Goal was met!

Activity 1

Activity	Host a PTA APEX fun run in February or March of 2017. 100% of the students who are physically able will participate.
Person Responsible	Principal and PTA
Monitoring Measures	PTA Timeline APEX Timeline
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	Objective 3. Implement, provide, and maintain instructional facilities that support a safe, healthy, and comfortable learning environment in a growing community.

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	