



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

LANGLEY ELEMENTARY SCHOOL

2017-2018

LANGLEY ES

Needs Assessment 2017-2018

Process

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

The principal met on Monday November 14th with team leaders to discuss the 2017-2018 School Improvement Plan and the process we will use in order to meet the needs of Langley Elementary. The district Strategic Plan was shared along with pertinent Langley data and the alignment to the school improvement plan was discussed. Team leaders were then asked to go back and discuss with their teams their concerns and ideas to add to the SIP.

On February 27th, a SWOT analysis was conducted with all staff during our faculty meeting after school.

Administration facilitated the conversation utilizing the information team leaders gathered from their teams. Vertical teams identified strengths, weaknesses, threats and obstacles. The result was that our campus has many academic strengths but need to concentrate on our ELL and bilingual students, strengthening the delivery of lessons by continuing our discussions of hot spots and the continued sharing of data on reading and math data during collaboration meetings. A comprehensive needs assessment was created from this meeting by vertical team. Teachers reviewed information in the data day binder such as STAAR scores, subpopulations, attendance, regression graphs and promotion standards mastery. Teams record their findings and they shared via a gallery walk.

The campus met on May 15th for a faculty meeting to discuss findings and to solidify goals based on previous discussions for our campus and to finalize the SIP's goals for the upcoming year.

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	During our analysis of STAAR data, we found that math in grades 3rd and 4th were a concern and needed improvements. Our ELL students continue to improve in language development, especially in the intermediate grades. We only had two 5th grade students take the Spanish version of the STAAR. Both students passed STAAR.

CSF 2: Use of Quality Data to Drive Instruction	
Use of Quality Data to Drive Instruction emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used. It is not only the use of data to drive instructional decision making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.	
<input checked="" type="checkbox"/> Student attendance	
<input checked="" type="checkbox"/> Discipline	

<input checked="" type="checkbox"/> Grades	
<input checked="" type="checkbox"/> CDBs	
<input type="checkbox"/> Common Assessments	
<input type="checkbox"/> Other	
Findings	During our analysis of STAAR data, we found that math in grades 3rd, 4th and 5th were a concern, especially with the new TEKS and needed improvements. Our ELL students continue to improve in language development, especially in the intermediate grades. We only had two 5th grade students take the Spanish version of the STAAR. Both students passed STAAR.

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 type="checkbox"/> Teacher and parent surveys	
<input type="checkbox"/> Other	
Findings	Our leadership team is used to promote change, get feedback and implement new ideas for the campus. Teacher input is taken into consideration and goals are set based on data. School wide issues are communicated to the campus at faculty meetings and professional development days. The master schedule is utilized to make sure teachers are following instructional practices and guidelines set by the district and state. Also, administration implements an open door policy so teachers/staff are welcome to voice concerns and issues at any time. We continue to utilize the T-TESS instrument that allow for on-going dialogue for growing our teachers and ensuring student success.

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
Input is given to the school through a principal weekly email and calendar, faculty meetings and during reading, math and collaboration meetings. Team leader meetings are also held every 3 weeks and information is disseminated at the time. Parents are given an opportunity to give input at teacher parent activity on the campus. We also utilize the Remind 101 app to communicate activities that are happening on the campus.

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	
Discipline and attendance are monitored. Findings show that attendance rates have increased each year and discipline has decreased. Attendance at night events is on the rise; all grade levels have ample opportunities to have extracurricular activities especially when it is related to curriculum to help students continue to grow in the curriculum. Our PTA also has family events that have a great turnout of parents and their families!	

CSF 6: School Climate	
School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.	
<input type="checkbox"/> Teacher surveys	
<input type="checkbox"/> Parent surveys	
<input type="checkbox"/> Student surveys or panels	
<input checked="" type="checkbox"/> Discipline	
<input checked="" type="checkbox"/> Student attendance	
<input checked="" type="checkbox"/> Extra-curricular activities and clubs	

<input type="checkbox"/> Other	
Findings	Due to the many opportunities for conversations to take place with teachers, specialists and administration during reading, math and collaboration meetings, administration is consistently communicating the vision of the campus and also providing support simultaneously. If there are any concerns or issues, the individual teacher and/or team is addressed with the concern and a plan is then created to address the concern. Administration has a tradition to greet families and staff in the front foyer in the morning then go classroom by classroom to say "Good Morning" before the start of our day.

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	Due to the many opportunities for conversations to take place with teachers, specialists and administration during reading, math and collaboration meetings, administration is consistently communicating the vision of the campus and also providing support simultaneously. If there are any concerns or issues, the individual teacher and/or team is addressed with the concern and a plan is then created to address the concern.

Priority Needs

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

Priority Need 1

For teachers to provide students with quality, appropriate and meaningful lessons that will enhance their learning, both academically and socially, especially the students who struggle in either areas or both.

CSF 1 Academic Performance
 CSF 3 Leadership Effectiveness
 CSF 4 Increased Learning Time

Priority Need 2

ELL and Bilingual Students

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

Priority Need 3

Data Disaggregation

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

CAMPUS: LANGLEY 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		Langley Academy - Data Review to identify Langley hot spots & T-TESS training	Assessment	All instructional staff	All students		6
08/22/2017		Langley Academy - Student Data Review	Instruction	All instructional staff	All students		6
08/23/2017		Langley Academy - 1st Day Procedures, Technology SD, Team Planning SD, Safety Plan, Campus Handbook	Instruction	All instructional staff	All students		6
10/09/2017		District Staff Development/ Campus SD - HOTS	Instruction	K-5 Teachers	All students		6
11/20/2017		Team Building	Collaboration	All staff	All students		6
11/21/2017		Team Planning	Curriculum	All staff	All students		6
02/19/2018		District Staff Development/ Campus SD - Making Thinking Visible	Instruction	K-5 teachers	All students		6

CAMPUS: LANGLEY ES

ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES

READING (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	79%	46%	83%	74%	76%	83%	59%	31%	85%
African-American	78%	61%	90%	62%	72%	91%	55%	36%	93%
Hispanic	77%	42%	80%	70%	74%	80%	55%	28%	85%
White	89%	55%	90%	84%	86%	93%	69%	36%	95%
Economically Disadvantaged	67%	34%	73%	66%	68%	76%	47%	23%	79%
Special Education	58%	19%	60%	44%	48%	71%	47%	13%	75%
At-Risk	68%	29%	64%	58%	58%	71%	37%	18%	75%
Limited English Proficient	63%	32%	67%	62%	63%	75%	43%	25%	77%
Asian	67%	33%	78%	89%	78%	75%	50%	25%	78%
American Indian	N/A	N/A	N/A	73%	58%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	0%	100%	75%	71%	100%	100%	0%	100%
Two or More	73%	55%	78%	80%	87%	69%	69%	38%	75%

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	76%	45%	82%	64%	62%	59%	38%	9%	65%
African-American	86%	43%	100%	53%	56%	75%	63%	13%	78%
Hispanic	67%	43%	75%	60%	59%	56%	33%	8%	60%

White	92%	62%	93%	72%	73%	62%	33%	10%	65%
Economically Disadvantaged	57%	29%	65%	56%	52%	45%	24%	10%	50%
Special Education	57%	43%	70%	33%	32%	38%	15%	0%	40%
At-Risk	66%	26%	55%	44%	37%	28%	16%	3%	30%
Limited English Proficient	69%	24%	75%	54%	49%	40%	27%	7%	45%
Asian	100%	0%	100%	85%	72%	67%	67%	0%	70%
American Indian	N/A	N/A	N/A	61%	71%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	0%	100%	67%	50%	N/A	N/A	N/A	N/A
Two or More	100%	67%	100%	70%	76%	33%	33%	33%	35%

MATHEMATICS (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus
	Standard	Final Rec		Approaches Standard	Approaches Standard	Approaches Standard	Meets Standard	Masters Standard	CPO 2017-2018
All Students	76%	37%	80%	79%	80%	83%	49%	25%	85%
African-American	74%	35%	93%	66%	72%	82%	36%	5%	85%
Hispanic	75%	34%	78%	77%	78%	80%	48%	28%	83%
White	77%	39%	85%	87%	88%	98%	51%	25%	100%
Economically Disadvantaged	69%	31%	70%	73%	73%	81%	39%	18%	84%
Special Education	42%	29%	55%	53%	56%	63%	26%	3%	65%
At-Risk	66%	25%	60%	67%	65%	71%	32%	19%	75%
Limited English Proficient	67%	28%	69%	73%	72%	80%	48%	34%	83%
Asian	78%	67%	83%	94%	86%	75%	63%	50%	78%
American Indian	N/A	N/A	N/A	78%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	0%	100%	80%	78%	100%	0%	0%	100%
Two or More	82%	55%	75%	82%	89%	77%	69%	23%	79%

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	Meets Standard	Masters Standard	
All Students	68%	27%	70%	73%	76%	86%	49%	22%	88%
African-American	75%	50%	87%	59%	68%	100%	57%	29%	100%
Hispanic	65%	20%	70%	68%	73%	83%	43%	15%	85%
White	79%	32%	80%	84%	87%	85%	55%	35%	88%
Economically Disadvantaged	68%	32%	75%	65%	67%	73%	30%	17%	75%
Special Education	29%	14%	55%	44%	46%	67%	25%	0%	70%
At-Risk	49%	11%	65%	56%	59%	74%	26%	13%	77%
Limited English Proficient	33%	7%	60%	57%	58%	71%	33%	19%	75%
Asian	67%	67%	75%	89%	75%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	N/A	73%	60%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	93%	100%	100%	0%	100%
Two or More	50%	17%	87%	81%	86%	100%	67%	33%	100%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	96.6%	97.3%
African-American	95.4%	95.8%	97.5%	98%
Hispanic	95.6%	95%	96.6%	97.3%
White	96%	95.8%	96.4%	97%
Economically Disadvantaged	95.4%	94.4%	96.2%	97%
Special Education	94.5%	93.9%	95.6%	97%
Limited English Proficient	96.4%	95.8%	96.3%	97%
Asian	97.8%	96.8%	96.8%	97%
American Indian	95.3%	95.2%	94.4%	95.5%
Hawaiian Pacific Islander	95.5%	96.1%	96.3%	97%
Two or More	95.9%	96%	97%	98%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% of Students Retained	0.98%	1.73%	1.5%

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : For teachers to provide students with quality, appropriate and meaningful lessons that will enhance their learning, both academically and socially, especially the students who struggle in either areas or both.

Goal : Teachers will be aware of and provide up-to-date lessons and activities that are meaningful and are aligned with the TEKS.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	August 2017- June 2018
November Progress Check	Our conversations are continuously on-going discussions during CDB data meetings, team planning meetings and collaboration meetings to ensure that teachers are sticking to the appropriate timelines. Also, administration is continuing walk-throughs and having informal and formal conversations with teachers.
March Progress Check	Our conversations are continuously on-going discussions during CDB data meetings, team planning meetings and collaboration meetings to ensure that teachers are sticking to the appropriate timelines. Also, administration is continuing walk-throughs and having informal and formal conversations with teachers.
June Progress Check	Our conversations are continuously on-going discussions during CDB data meetings, team planning meetings and collaboration meetings to ensure that teachers are sticking to the appropriate timelines. Also, administration is continuing walk-throughs and having informal and formal conversations with teachers.

Activity 1

Activity	Teachers will be provide meaningful lessons that are aligned to the TEKS and make connections to the students lives.
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Person Responsible	Administration Teachers Specialists
Monitoring Measures	Walk throughs Feedback from specialists Feedback from teachers T-TESS
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	An academic family night will be held for all grade levels to promote fun reading and math activities parents can do with their students at home. Activities and materials will be handed out to parents and their families.
Person Responsible	All teachers Specialists Administration
Monitoring Measures	Sign in sheets
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 3

Activity	Providing students with a school-wide intervention/enrichment called Rise and Shine throughout the year.
Person Responsible	All teachers Specialists Administration
Monitoring Measures	Data spreadsheet with student assessment scores
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	Posting 4 main school rules: Be Safe, Be Responsible, Be Prepared and Be Respectful in all common areas, classrooms and repeat on announcements. The posters with the words and visuals are displayed to remind students of school rules.
Person Responsible	Administration All teachers/staff
Monitoring Measures	Discipline referrals
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 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 :

ELL and Bilingual Students

Goal :

ELL and bilingual students will increase their levels of acquisition of language by one proficiency level of TELPAS at the end of the year in the areas of speaking, reading, listening and writing.
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Goal Details

Student Groups Impacted	All Students, At Risk, Eco-Dis
Funding Needed	
Timeline for Implementation	August 2017-June 2018
November Progress Check	Our LST continues to provide differentiated ideas in order to meet the needs of our ESL and Bilingual students, GT to special education, to prepare them for the rigor of the curriculum with the intention of building their English skills simultaneously. Also, intervention is grade level prescriptive as she works with each team to meet the needs to support students.
March Progress Check	Our LST continues to provide differentiated ideas in order to meet the needs of our ESL and Bilingual students, GT to special education, to prepare them for the rigor of the curriculum with the intention of building their English skills simultaneously. Also, intervention is grade level prescriptive as she works with each team to meet the needs to support students.
June Progress Check	Our LST continues to provide differentiated ideas in order to meet the needs of our ESL and Bilingual students, GT to special education, to prepare them for the rigor of the curriculum with the intention of building their English skills simultaneously. Also, intervention is grade level prescriptive as she works with each team to meet the needs to support students.

Activity 1

Activity	ESL and bilingual teachers will IRI and/or TPRI ELL and bilingual students at the BOY and EOY in both languages to establish a baseline as to where the student strength and weakness in language are assessed.
Person Responsible	Teachers Administration LST Reading specialist
Monitoring Measures	TPRI IRI Student Data Sheets TELPAS reports
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	ESL and bilingual teachers will collect writing samples from students in First through Fifth grade in order to make an informative decision for TELPAS in the area of writing.
Person Responsible	Teachers Administration LST
Monitoring Measures	TPRI IRI Student Data Sheets TELPAS reports
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	Morning announcements will include "news anchors" that will deliver the news in both English and Spanish, Word on Street from Sesame Street will be broadcasted every Monday in order to increase vocabulary for our students, especially our ELL and bilingual students.
Person Responsible	Teachers Administration LST
Monitoring Measures	TELPAS reports Writing samples

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	To provide on-going staff development and trainings of best practices when working with ELL and bilingual students both at the beginning of the year and throughout the school year.
Person Responsible	Administration ELL and bilingual teachers LST Reading specialist
Monitoring Measures	Student data sheets TELPAS proficiency level report sheets
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 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 3

Need : Data Disaggregation

Goal : System Safeguards: Besides collaboration meetings where teachers come with data regarding students who struggling every 3 weeks, administration, specialists and teachers will meet on a weekly basis to discuss scores after a CDB or formal assessments to discuss hot spots for grade levels Kinder through 5th to be able to meet student needs to address Special Education in Math and All students in the area of 4th grade writing.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	August 2017-June 2018
November Progress Check	<ul style="list-style-type: none"> * 40% of 3rd graders met math standard on Universal Screener. * 11% of 4th graders met math standard on Universal Screener. * 86% of 2nd graders met 3rd math standard on Universal Screener. * 50% of 5th graders met progress for their Universal Screener.

March Progress Check	CDB #2 * 63.8% passed * 54.7% passed * 61.4% passed
June Progress Check	Writing STAAR * 65% Approaches - 6% increase from 2016-2017

Activity 1

Activity	After a CDB, 3rd - 5th grade teachers will fill out a Hot Spot Action plan in order to address the top 3 areas of weakness after each CDB and adjust their lesson plans in order to meet the needs of the students.
Person Responsible	Teachers Special education teachers Specialists Administration
Monitoring Measures	CDB scores Google spreadsheet of CDB scores
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	Utilize the data to discuss students who may have other struggles, such as at home, to create a nurturing and safe environment for the students to learn and feel safe to take risks
Person Responsible	All teachers/staff Administration

Monitoring Measures	Student data sheets Discipline referrals
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	
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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	

Goal :

Goal Details

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

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	
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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 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 : To provide school-wide learning opportunities for all students to be healthy and active for a lifetime.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	August 2016-June 2017 Go Kids Challenge Jan 2017-May 2017
November Progress Check	Students continue to attend P.E. for physical exercise every other day; We have also had our annual bike rodeo November 10, 2017
March Progress Check	Students continue to attend P.E. for physical exercise every other day; We have also had our annual Heroes for Health program where the entire school exercised with 3 outside service members on March 8, 2018.
June Progress Check	Students continue to attend P.E. for physical exercise every other day; We have also had our annual Field Day where students were able to enjoy fun physical activities with classmates.

Activity 1

Activity	School coaches will implement the Fitness Gram curriculum that teaches healthy eating choices, cardio exercises and core strengthening. The curriculum is targeted for 3rd - 5th grade and students are assessed at the beginning and end of year to measure progress.
Person Responsible	Coach Administration
Monitoring Measures	Fitness Gram progress sheets
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	Students are encouraged to log outside physical activities with parents and family in order to promote a healthy lifestyle through the Go Kids Challenge program. Students who complete a 6 week log are awarded a free voucher to Sea World.
Person Responsible	Coach Administration
Monitoring Measures	Go Kids Challenge log
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
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Activity 3

Activity	All students, with parental permission, will participate in an APEX fun run where they will be challenged to run for 45 minutes.
Person Responsible	Admin Teachers All staff
Monitoring Measures	Attendance rosters
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	
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Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	

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