



NORTHSIDE  
SCHOOL



INDEPENDENT  
DISTRICT



## SCHOOL IMPROVEMENT PLAN

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# LEON SPRINGS ELEMENTARY SCHOOL

## 2017-2018

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### OUR MISSION

We are Leon Springs Longhorns, all leading, succeeding, and excelling together. Remember, nothing is worth more than this day, make a difference.

# LEON SPRINGS ES

## Needs Assessment 2017-2018

### Process

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

School Improvement Planning for the 2017-2018 school year began April, 2017. In order to determine the needs of the campus several forms of feedback and input were taken into consideration. A Principal Profile was completed April 5, 2017 which provided some input with regard to campus needs from both internal staff and parents. On April 21, 2017 Maggie Alvarado assisted with protocols and structures to help facilitate the School Improvement Planning session held on May 5, 2017 during the Early Release Day. Student achievement data was reviewed and disaggregated by all subgroup populations. The session began with framing core beliefs and our own "WHY?" The end result was a rationale, affirmation and shared belief that what we want for our own children, our own personal "Why?" is what we want for ALL of our students. Data was shared in a transparent manner where faculty and staff were able to see weaknesses amongst the subgroup populations. The Critical Success Factors and the Texas Accountability Intervention System were reviewed to provide context: Teacher Quality, Improve School Climate, Family and Community Engagement, Academic Performance, Utilize Data, Leadership Effectiveness, and Increase Learning Time.

Emphasis was placed on the model for Continuous Improvement and how the process for Continuous Improvement is embedded in the center of the Framework. The following components of the process were highlighted: data analysis, needs assessment, developing an improvement plan, and implementing and monitoring the plan. Teachers and staff were instructed that we would be examining our current work relative to the Critical Success Factors and designing improvement efforts based on this context and process. The end result was the development of two priority goals for the ensuing school year. As a Professional Learning Community, our campus focus for the 2017-2018 school year will center on closing achievement gaps between subpopulations and increasing teacher efficacy through Tier 1 Instruction and Collaborative Planning. On June 14, 2017 STAAR Test Scores were received. A review of the data revealed a decline in campus Writing Scores. As a result of the decline in Writing an additional campus priority and goal will be included in the School Improvement Plan to address campus wide writing.

**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.

<b>CSF 1: Academic Performance</b>	
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      Rtl	
Findings	<p>A review of the data revealed that there is a discrepancy in student achievement amongst subgroup populations. The data further revealed that the largest discrepancy and gap in student achievement exists amongst the special education and economically disadvantaged subgroup populations.</p> <p>A review of the qualitative data received through the Principal Profile and through informal teacher feedback revealed the need for increasing teacher efficacy. Specifically as a non title campus we are not allocated a math specialist or additional specialists. It is therefore necessary to increase teacher efficacy and provide ongoing professional development for teachers in order to close achievement gaps.</p>

<b>CSF 2: Use of Quality Data to Drive Instruction</b>	
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
An identified campus need is a more systemic approach to interventions. For example some of our grade level teams are providing interventions however they are not specifically targeted based on individual student learning needs. There appears to be a noticeable variation in both the delivery and content of the interventions. As a PLC campus our focus will be on true collaboration amongst teams in an effort to more systemically address campus based interventions. A review of the 2017 STAAR Test results revealed a decline in campus writing scores and need for campus wide writing continuum and a higher degree of systemic accountability.

<b>CSF 3: Leadership Effectiveness</b>	
Leadership Effectiveness targets the need for leadership on the campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Providing job-embedded professional development to build capacity of campus leaders is a vital part of this CSF.	
<input checked="" type="checkbox"/> Distribution of leadership and responsibilities	
<input checked="" type="checkbox"/> Decision making structures on the campus	
<input checked="" type="checkbox"/> Teacher input	
<input checked="" type="checkbox"/> Campus goals	
<input checked="" type="checkbox"/> Monitoring of teacher performance; feedback to staff	
<input checked="" type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Master schedule	
<input checked="" type="checkbox"/> Teacher and parent surveys	
<input type="checkbox"/> Other	
Findings	Feedback from teachers, the Principal Profile, and Organizational Health Inventory revealed the need for both expanding and building leadership capacity. In addition, as a new principal I met with each member of the leadership team. These meetings provided additional feedback and input that was taken into consideration in the development of the school improvement plan. One of the findings revealed concern that only a small percentage of teachers were being targeted for campus leadership roles. In an effort to build leadership capacity monthly meetings will be held with the leadership coalition as suggested by Anthony Muhammad in Transforming School Culture. Monthly data meetings will be held with grade levels to review student performance and assess progress on campus goals articulated in the School Improvement Plan. Both the monthly meetings with the Leadership Coalition and grade level data meetings will provide an opportunity to tap teacher input and strengthen ongoing communication.

**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	One of the findings with regard to Increased Learning Time is the need for further support and professional development with regard to Response to Intervention. Specifically we discovered the need for teachers to have a clear understanding of the Tier 1 effective teaching practices and interventions. As a Campus PLC we will focus on increasing teacher efficacy with an emphasis on Tier 1 instruction in order to improve student learning. The Leadership Coalition will collaborate and plan tutorials and provide input for the campus. Campus Rotation Specialists will be utilized for Enrichment Activities. The Leadership Coalition will also determine student identification for tutorials and when and how tutorials will be provided.
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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	Remind 101 and other means of electronic communication will continue. Principal Weekly Callouts on Sundays will be continued to highlight upcoming events and announcements. Leadership roles will be expanded on the PTA Board to specifically look at ways for increasing Parental Engagement vs. Involvement. Based on data collected during the process for applying for the National PTA School of Excellence revealed the need for increasing the involvement of male role models on our campus. We will continue to expand the Watchdogs Program and teacher leadership, responsibility and support of the program. The new administrators (principal and vice-principal) will make visits to local businesses in the area to build ongoing support of the campus.
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<b>CSF 6: School Climate</b>	
School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.	
<input checked="" type="checkbox"/> Teacher surveys	
<input checked="" type="checkbox"/> Parent surveys	
<input checked="" type="checkbox"/> Student surveys or panels	
<input checked="" type="checkbox"/> Discipline	
<input checked="" type="checkbox"/> Student attendance	
<input checked="" type="checkbox"/> Extra-curricular activities and clubs	
<input type="checkbox"/> Other	
Findings	Data revealed through the Principal Profile, and teacher and parent surveys revealed an overall positive school climate. One identified need is the need for a rubric or some sort of matrix with descriptors that teachers may utilize when making an office referral for student discipline. Student attendance will be closely monitored by teachers, attendance secretary and administration. New incentives for student attendance will be developed by the Leadership Coalition and administration. A student panel will be selected to provide input to teachers during a professional development session throughout the school year. Findings revealed the need for teacher leadership to be expanded in sponsoring extra-curricular activities and clubs.

<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 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	<p>Little turnover of staff, high stability.</p> <p>As a Professional Learning Campus we are in need of professional development for our collaborative planning teams. Specifically ongoing professional development will be provided to assist grade level teams in effective planning, alignment of the curriculum, instruction and assessment. The effectiveness of planning and collaboration will be continuously monitored and professional development provided as needed.</p>
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**Priority Needs**

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

Priority Need 1

To close the achievement gap in student performance between: All Students and the Eco. Dis., Spec. Ed, and LEP subgroup populations.

- 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

To increase teacher efficacy with emphasis on effective Tier 1 instruction.

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

Priority Need 3

To develop a campus wide writing continuum and systemic form of accountability.

**Campus: LEON SPRINGS ES**

**School Improvement Plan Signatures**

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

**Date of SAT Meeting: 05/31/2017**

<b>SAT Member</b>	<b>Name</b>	<b>Signature</b>
Principal	Kathy Dodge-Clay	
Parent Community Representative	Kate Vincent	
Staff Representative	Joy Ulcak	

**LIST SAT MEMBERS IN THE BLANKS BELOW**

<b>FULL NAME</b>	<b>POSITION</b>
Sarah Morrow	Staff Member
Sami Gillette	Staff Member
Billy Joe Holt	Business Representative
Travis DeZuba	Business Representative
Evonne Love	Business Representative
Darcee Grivel	Community Member
Kate Neiman	Community Member
Krista Sifuentes	Community Member
Gracie Espinoza	Administrator



**CAMPUS: LEON SPRINGS 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		Welcome Back Breakfast and PLC Framework Afternoon District Pullouts and Grade Level Learning Targets	Collaboration	All Staff	All		6
08/22/2017		Content Pullout Sessions and Targeted Tier 1 Instruction PM: Teambuilding and Campus Theme Painting led by Art Tchr.	Instruction	Prof. Staff	All		6
08/23/2017		Convocation and TSS will lead Grade book Updates in pm.	Technology	Prof. Staff	All		6
10/09/2017		District Staff Development PM: Grade level planning to focus on Tier 1 instruction and interventions	Instruction	Prof. Staff	All		6
11/20/2017		Teacher Choice	Instruction	Prof. Staff	All		6
11/21/2017		Teacher Choice	Instruction	Prof. Staff	All		6

02/19/2018		Progress Monitoring SIP and planning next steps for targeted intervention groups. PM: Plan Leadership Showcase	Instruction	Prof. Staff	All		6
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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	92%	67%	95%	74%	76%	92%	73%	50%	95%
African-American	83%	33%	90%	62%	72%	83%	83%	50%	85%
Hispanic	90%	64%	90%	70%	74%	92%	69%	43%	95%
White	95%	70%	98%	84%	86%	92%	79%	62%	95%
Economically Disadvantaged	72%	47%	80%	66%	68%	73%	36%	24%	78%
Special Education	81%	38%	80%	44%	48%	70%	48%	30%	75%
At-Risk	71%	31%	75%	58%	58%	77%	47%	26%	80%
Limited English Proficient	80%	30%	90%	62%	63%	83%	50%	17%	85%
Asian	100%	78%	100%	89%	78%	91%	64%	36%	95%
American Indian	N/A	N/A	N/A	73%	58%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	71%	N/A	N/A	N/A	N/A
Two or More	100%	100%	100%	80%	87%	100%	83%	33%	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	92%	62%	95%	64%	62%	81%	70%	32%	85%
African-American	100%	67%	100%	53%	56%	0%	0%	0%	85%
Hispanic	90%	50%	95%	60%	59%	76%	68%	27%	85%
White	91%	78%	95%	72%	73%	89%	71%	36%	95%
Economically Disadvantaged	73%	36%	75%	56%	52%	50%	50%	17%	70%

Special Education	25%	0%	65%	33%	32%	44%	44%	11%	70%
At-Risk	73%	33%	85%	44%	37%	53%	42%	16%	70%
Limited English Proficient	100%	0%	100%	54%	49%	100%	67%	0%	100%
Asian	100%	75%	100%	85%	72%	100%	100%	67%	100%
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	100%	100%	100%	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	85%	54%	90%	79%	80%	92%	68%	40%	95%
African-American	83%	17%	90%	66%	72%	83%	67%	33%	85%
Hispanic	81%	50%	85%	77%	78%	91%	65%	34%	95%
White	89%	60%	90%	87%	88%	94%	74%	47%	95%
Economically Disadvantaged	56%	22%	70%	73%	73%	76%	45%	24%	85%
Special Education	67%	24%	80%	53%	56%	78%	44%	4%	85%
At-Risk	62%	24%	75%	67%	65%	83%	47%	11%	85%
Limited English Proficient	80%	50%	90%	73%	72%	100%	50%	33%	100%
Asian	89%	67%	95%	94%	86%	91%	64%	55%	95%
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%	N/A	N/A	N/A	N/A
Two or More	100%	50%	90%	82%	89%	100%	67%	33%	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	84%	48%	90%	73%	76%	93%	75%	37%	95%
African-American	100%	50%	100%	59%	68%	67%	67%	0%	75%
Hispanic	86%	46%	85%	68%	73%	90%	71%	36%	95%
White	82%	54%	90%	84%	87%	100%	79%	38%	100%
Economically Disadvantaged	71%	14%	75%	65%	67%	71%	57%	43%	85%
Special Education	75%	0%	75%	44%	46%	75%	50%	0%	85%
At-Risk	69%	25%	75%	56%	59%	79%	58%	16%	85%
Limited English Proficient	100%	0%	100%	57%	58%	50%	50%	50%	70%
Asian	50%	0%	75%	89%	75%	100%	100%	67%	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%	100%	81%	86%	100%	100%	100%	100%

## ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	96%	97%
African-American	95.4%	95.8%	96.9%	98%
Hispanic	95.6%	95%	95.8%	97%
White	96%	95.8%	96.1%	97%
Economically Disadvantaged	95.4%	94.4%	94%	95%
Special Education	94.5%	93.9%	95.6%	97%
Limited English Proficient	96.4%	95.8%	95.5%	97%
Asian	97.8%	96.8%	96.4%	97%
American Indian	95.3%	95.2%	92.1%	95%
Hawaiian Pacific Islander	95.5%	96.1%	94.5%	95%
Two or More	95.9%	96%	96.3%	97%

## RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	0.76%	0.75%
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## 17-18 School Improvement Plan - Objectives and Activities

### Goal 1

Need : To close the achievement gap in student performance between: All Students and the Eco. Dis., Spec. Ed, and LEP subgroup populations.

Goal : By June 2018 the discrepancy between All Students and the following subgroup populations; (Spec. Ed., Eco. Dis., At-Risk, and LEP) will be closed to within 20 points.

### Goal Details

Student Groups Impacted	All Students, African American, Asian, Special Education, At Risk, Eco-Dis, White, Hawaiian Pacific Islander, ELL, Migrant, Hispanic, 2 or More, American Indian, Homeless
Funding Needed	Local
Timeline for Implementation	From August 2017 to June 2018
November Progress Check	Our teams meet weekly as a professional learning community to look and discuss data. Based on this data, teams plan for instruction (as a team). We monitor intervention data during our Longhorn Learning time (8:00-8:30 am). Grade levels have based their grade level goal on closing achievement gaps and this is monitored weekly through informative assessments. PD has been offered by campus staff and district staff that addresses effective Tier 1 instruction in order to target subpopulations.
March Progress Check	We continue to collaborate, as a team, and look at our achievement gaps during our monthly data reviews and collaborative team planning. We continue to give job embedded PD, by our campus and district staff, to address effective Tier 1 instruction in order to target achievement gaps (once a month on Tuesdays). This past Thurs, March 29th, we got substitutes for all our teachers, as Erica Arevallo (math instructional specialist) modeled effective math instruction in guided math/station and recursive review. Grade level teams, then had time to team plan and implement this PD. WE will continue to monitor this with walk-throughs and data reviews.

June Progress Check	This year, we made gains in student achievement gaps. Our end of year data review, indicated that progress was made. This is an area that we continue to work on, as we want to assure we close our gap between our all student population and our sub-populations (spec ed, at-risk, eco-did, and EL). We will continue to closely monitor this area next year and continue to focus on effective tier 1 differentiated instruction.
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#### Activity 1

Activity	As a Campus Professional Learning Community our campus grade level teams will meet on a weekly basis to collaboratively plan, review formative student assessment data, and plan targeted interventions.
Person Responsible	All-Professional Learning Community (Campus PLC)and administration
Monitoring Measures	Weekly Collaborative Grade Level Planning Meetings Attended by Admin. Looks fors: KUD's, Assessment Data, Plans for Intervention and Enrichment
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	Monthly data meetings will be held to review Benchmark Data, Formative Assessment Data, as well as other informal measures and feedback.
Person Responsible	All-Professional Learning Community (Campus PLC)and administration
Monitoring Measures	Data Tracking Sheets, Agendas, Anecdotal Notes
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	Targeted Walkthroughs by Administration during Morning Interventions, Guided Math and Guided Reading, and during Writing Instruction.
Person Responsible	Administration
Monitoring Measures	Walkthrough Feedback Forms, Formal and Informal Observation, Follow up conference with teachers
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	Tutorials will be planned to include prescriptive and targeted instruction based on student assessment data and specifically identified learning needs
Person Responsible	All-Professional Learning Community (Campus PLC)and administration
Monitoring Measures	Formative and Summative Data
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	Protocols will be implemented and reinforced during collaborative team planning that have a focus on student learning, collaboration, and based on results.
Person Responsible	PLC Community and Administration
Monitoring Measures	Administration will attend team planning, agendas will be collected, and walk throughs conducted to make sure the plans are being carried out.
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

**Goal 2**

Need : To increase teacher efficacy with emphasis on effective Tier 1 instruction.

Goal : By June 2018, all teachers will have the knowledge, tools, and skill to effectively provide Tier 1 instruction to meet the needs of all learners and to increase student learning by one grade level.

Goal Details

Student Groups Impacted	All Students, African American, Asian, Special Education, At Risk, Eco-Dis, White, Hawaiian Pacific Islander, ELL, Migrant, Hispanic, 2 or More, American Indian, Homeless
Funding Needed	
Timeline for Implementation	August 2017 to June 2018
November Progress Check	As we evolve as a professional learning community, the teams are shifting to a focus on learning. Admin attends all team planning on our designated planning day (Tue). Teams plan using the 4 critical PLC questions. PD has been job embedded that targets effective Tier 1 instruction. We are using our own staff to teach each other best practices when it comes to Tier 1 instruction. Tier 1 instruction is also showcased on the weekly bulletin. We are hoping to begin instructional rounds in the future, as well.
March Progress Check	During team planning, teams continue to shift in the right direction--to a focus on learning. We continue to use our own staff to present on effective Tier 1 instruction to teams. We continue to showcase effective instruction in our weekly bulletin. We did "fish bowl PLCs" --where teams observed each other plan for effective and targeted Tier 1 instruction/lessons.
June Progress Check	We made gains in team planning that was focused on effective tier 1 instruction. Teams continued to present effective tier 1 instruction. Our fishbowl PLC was beneficial to teams, as it gave everyone a window to look into and a different perspective. Our goal will be to add formative common assessments to this journey.

Activity 1

Activity	Guidelines and protocols will be developed for effective team planning
Person Responsible	Campus PLC Community and Administration
Monitoring Measures	Admin. will attend team planning, collect agendas, and monitor during walk throughs.
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	Professional development will be provided for campus teachers with an emphasis on effective Tier 1 instruction.
Person Responsible	Leadership Team and District Instructional Specialists
Monitoring Measures	ERO Transcripts, Agendas and Observation by admin. during walk throughs to ascertain application level of staff development
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	Ghost walks will be conducted where teachers visit the classroom of their colleagues when students are not present. Conversations will begin regarding Instructional Rounds.
Person Responsible	Admin. and Campus PLC
Monitoring Measures	Agendas, and informal teacher feedback
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 4

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

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	

Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

**Goal 3**

**Need :** To develop a campus wide writing continuum and systemic form of accountability.

**Goal :** By June 2018 our campus will have an established culture of the writing continuum, where all students will grow one level on the district writing rubric and STAAR writing scores will increase to 90%.

**Goal Details**

Student Groups Impacted	All Students, African American, Asian, Special Education, At Risk, Eco-Dis, White, Hawaiian Pacific Islander, ELL, Migrant, Hispanic, 2 or More, American Indian, Homeless
Funding Needed	
Timeline for Implementation	August 2017 to June 2018
November Progress Check	The evidence is in our walls. We have seen and discussed a big shift in our writing culture. Writing is posted everywhere and celebrated. We are using one of our teachers to model writing PD after school once a month. We celebrate student writing on announcements and highlight the progress. During team planning, teams are discussing writing samples and looking for trends.
March Progress Check	There is a stronger culture of writing in our campus. This is evidence by the writing in our hallways and classrooms. We continue to celebrate writing on morning announcements. Teams continue to discuss writing samples and trends during team planning and during content reviews. We also offered, after school PD on Writer's Workshop. One of our trained 3rd grade teachers is leading this PD.
June Progress Check	We do see evidence of a stronger writing culture on campus: the writing is on the walls in our hallways and students moving in the right direction when it came to NISD writing rubrics. We will focus PD on writing next year, including PD facilitated by Jeff Anderson and NISD writing instructional teachers.

**Activity 1**

Activity	In order to implement a campus wide writing continuum with an emphasis on a writing culture professional development will be provided for teachers.
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Person Responsible	Campus Administration, District Specialist, and Campus Leadership Team.
Monitoring Measures	Writing samples will be provided by teachers at all Data Review Meetings
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	During Team Planning teachers will discuss how they are integrating writing across content areas, including a campus wide writing reflection for all grade levels.
Person Responsible	Campus Administration entire PLC Community
Monitoring Measures	Agendas, lesson plans, observations during walk throughs.
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	A cohort of teachers will visit other campuses in the district that have a well established writing culture at their campus.
Person Responsible	Administration, district specialist, and campus cohort of teachers
Monitoring Measures	Teacher feedback, feedback from district specialist and implementation and application of professional development
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 continue to reinforce healthy lifestyle program that includes fitness activities and movement integrated throughout the curriculum.

Goal Details

Student Groups Impacted	All Students, African American, Asian, Special Education, At Risk, Eco-Dis, White, Hawaiian Pacific Islander, ELL, Migrant, Hispanic, 2 or More, American Indian
Funding Needed	
Timeline for Implementation	August 2017 to June 2018
November Progress Check	We held a wellness yoga night for our campus staff and community. We had a big turn out. The students also participated in a fitness bingo where they earned items based on their activity level. Our teachers consistently include movement in the instruction in order to keep students active and engaged in the learning.

March Progress Check	Our PE coach integrates movement and fitness in all her lessons. We will be having Fitness Fiesta in April. This is where students participate in different physical activities throughout the day. We also had Jump Rope for Heart, and had a big turn out. Our teachers continue to have movement in the instruction in order to keep students active and engaged in the learning.
June Progress Check	Our Fitness Fiesta in April was a success. Students participated in different physical activities throughout the day that had a learning focus. Our teachers continued to have movement integrated into instruction in order to keep students engaged in the learning.

#### Activity 1

Activity	Go Noodle and other movement activities will be featured during team planning to reinforce movement, brain breaks, and healthy lifestyle.
Person Responsible	Campus PLC
Monitoring Measures	Agendas, observation during walk throughs
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	To collaborate with PTA to include guest speakers at PTA Meetings that emphasize healthy lifestyle
Person Responsible	PTA and Admin. and Guest Speaker
Monitoring Measures	Agenda, observation, implementation
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	