



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

LEON VALLEY ELEMENTARY SCHOOL

2017-2018

LEON VALLEY ES

Needs Assessment 2017-2018

Process

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

The Principal met with team leaders to overview the School Improvement plan process. The district Strategic Plan was reviewed and the alignment to the school improvement plan was discussed.

The Needs Assessment Process began with the School Improvement format survey. The survey contained all 13 objectives that mirror Northside's Strategic Plan. The survey required staff input in all areas.

A comprehensive needs assessment was conducted with our staff. Currently we are waiting for additional data from the TEA regarding STAAR. Using the information from our survey and the comprehensive needs assessment we determined that our campus had many academic strengths but needed to concentrate on parental involvement and communication through the use of vertical teams to analyze academic areas and student learning.

The final document will be reviewed with staff in September/ October during a faculty 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.
<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	<p>June 4, 2017</p> <p>Review of Placement/Retention Data from 15-16 and 16-17</p> <table border="1"> <thead> <tr> <th></th> <th>15-16 Placements</th> <th>16-17 Placements</th> <th>15-16 Retentions</th> <th>16-17 Retentions</th> </tr> </thead> <tbody> <tr> <td>Kinder</td> <td>14</td> <td>12</td> <td>1</td> <td>0</td> </tr> <tr> <td>1st Grade</td> <td>19</td> <td>21</td> <td>11</td> <td>6</td> </tr> <tr> <td>2nd Grade</td> <td>23</td> <td>28</td> <td>2</td> <td>3</td> </tr> <tr> <td>3rd Grade</td> <td>36</td> <td>28</td> <td>3</td> <td>0</td> </tr> <tr> <td>4th Grade</td> <td>52</td> <td>41</td> <td>3</td> <td>2</td> </tr> <tr> <td>5th Grade</td> <td>2 (33)</td> <td>30</td> <td>31</td> <td>0</td> </tr> </tbody> </table> <p>After review of criteria for placement and promotion one of the biggest factors is that students are not reading on grade level and do not know most of the grade level TEKS. We attribute this to student difficulty with fluency and comprehension.</p>		15-16 Placements	16-17 Placements	15-16 Retentions	16-17 Retentions	Kinder	14	12	1	0	1st Grade	19	21	11	6	2nd Grade	23	28	2	3	3rd Grade	36	28	3	0	4th Grade	52	41	3	2	5th Grade	2 (33)	30	31	0
		15-16 Placements	16-17 Placements	15-16 Retentions	16-17 Retentions																															
Kinder	14	12	1	0																																
1st Grade	19	21	11	6																																
2nd Grade	23	28	2	3																																
3rd Grade	36	28	3	0																																
4th Grade	52	41	3	2																																
5th Grade	2 (33)	30	31	0																																
<p>June 3, 2017</p> <p>Review of TELPAS Data both Longitudinally and Vertically with entire campus.</p> <p>16-17 Scores as follows:</p> <p>Kindergarten: Baseline</p> <p>1st Grade: 37 students tested 17 made progress for 46% meeting yearly progress</p> <p>2nd Grade: 50 students tested 29 made progress for 58% meeting yearly progress</p> <p>3rd Grade: 42 students tested 31 made progress for 74% meeting yearly progress</p> <p>4th Grade: 37 students tested 23 made progress for 62% meeting yearly progress</p> <p>5th Grade: 26 students tested 16 made progress for 62% meeting yearly progress</p> <p>Campus results show 192 students tested 116 made progress for a total of 60% meeting yearly progress.</p> <p>We must remember that students are give ratings in the areas of reading (50%), listening (10%), speaking (10%), and writing (30%).</p> <p>Our biggest concern continues to be the transition from 1st grade to 2nd grade. In K-1 students are scored on a holistic rating scale. In 2nd-5th grade the reading score is moved to a computerized assessment. Bilingual meetings will be scheduled throughout the year to discuss holistic scoring and how lessons are being planned to address our students needs.</p> <p>According to the longitudinal data student progress in language acquisition decreased. At this time we do not feel that the implementation of the 7 steps to a Language Rich Classroom have been fully implemented and we will continue for the 17-18 school year. We will also start the year with our new LSTs in place and support for our teachers as we begin the new year.</p>																																				

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

<input checked="" type="checkbox"/> Common Assessments	
<input type="checkbox"/> Other	
Findings	<p>*Leon Valley's Daily Student Attendance rate improved from 96.87 to _____. This was likely due to a continuation of incentive programs during the 15-16 school year where students worked as a class to fill and Attendance chart. For each day that all the students were in class a letter was earned. After all letters were filled in the teachers would report to Ms. Dillard the VP and the students would be invited to play attendance bingo. Students who won were allowed to pick from a prize box. In addition we also had an Honor Roll and Perfect Attendance recognition at the end of each month to celebrate student success both academically and the importance of being at school. The students and parents loved it! These two practices will continue for the 2017-2018 school year.</p> <p>2015-2016 CDB's:</p> <ul style="list-style-type: none"> *Data Review meetings were conducted after each of these CDB's *The quintile method was used in disaggregating scores *Data disaggregation was focused on all students *Data disaggregation led to discussions of targeted small groups. *Curriculum Management System (CMS) was utilized in focusing on TEKS that had a high number of incorrect responses from students *Continued focus on E-Rti, Review of student progress done with individual teachers in January and May.

CSF 3: Leadership Effectiveness	
Leadership Effectiveness targets the need for leadership on the campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Providing job-embedded professional development to build capacity of campus leaders is a vital part of this CSF.	
<input checked="" type="checkbox"/>	Distribution of leadership and responsibilities
<input checked="" type="checkbox"/>	Decision making structures on the campus
<input checked="" type="checkbox"/>	Teacher input
<input checked="" type="checkbox"/>	Campus goals
<input checked="" type="checkbox"/>	Monitoring of teacher performance; feedback to staff
<input checked="" type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Master schedule
<input checked="" type="checkbox"/>	Teacher and parent surveys
<input type="checkbox"/>	Other

Findings	<p>*A greater level of responsibility has been placed in the hands of several upcoming Administrators on campus from developing programs to developing campus wide schedules. Leadership representation came from the administrative leadership team, grade level teams, academic committees and vertical teams.</p> <p>*Distribution of Leadership and responsibilities: The Principal and Vice Principal have divided the grade levels to cover Science Notebooks, Writing Samples, report cards, progress reports, assessment sheets, E-Rti, etc. This year the respective academic specialists lead data review meetings for their subject areas.</p> <p>*Communication in a multitude of fashions in order to achieve clarity is a top priority. We have a Campus wide Google calendar, utilized School messenger call outs, Staff meeting 3/4 times per month, emails, grade level team meetings, a weekly campus bulletin, Remind 101, and a text messaging system. We will continue to utilize Remind 101 for each classroom on the campus for the 2016-2017 school year.</p> <p>*Teacher feedback was given through T-TESS.</p> <p>*Observations continue to indicate that the Readers Workshop initiative was utilized in all grade levels.</p> <p>*Observations indicate that the math lessons lacked in the amount of stations utilized and in the differentiation levels.</p>
----------	--

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 have several systems in place to increase learning time such as: 7:15-7:45 - Tech tutoring - Both computer labs are utilized (TTM, I-Station, Lexia, etc.) 7:50-8:20 - Our built in intervention/enrichment time is targeted with regards to the oral language development of our students. Our ELL students will be receiving English Instruction. Dyslexic students will be receiving Dyslexia services from our Reading Specialist. Our LST's will be providing support for our TELPAS beginners at 3rd, 4th grade. Our math specialists will provide intervention as well as our Science Specialist. In addition our rotation specialists will continue working with Kindergarten students who do not benefit from a reading/math specialist during the year. After January CDB's we supported 3rd, 4th and 5th grade with a 45 minute tutorial for students that were having difficulty with the format of the STAAR test. This intervention ran from February to the end of April. This was very effective and we will continue this into 2017-2018 school year. January - April we ran after school Tutoring on Tuesday/Thursday - Areas of focus were Reading, Math, and Writing for 4th grade. Students attending tutoring were also provided transportation if the need arose. This past year we had 2 buses every afternoon.</p>
----------	---

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	<p>This coming school year it is written within our goals to provide parents the opportunity to be trained on many of the technology applications and software students will be utilizing in the classroom. This along with teaching strategies will assist in creating partners in our students education.</p> <p>*We will continue the implementation of the WATCH D.O.G.S. program during the 2017-2018 school year.</p> <p>*Title 1 surveys were done but there is a need for more opportunities to obtain family and community input.</p> <p>*Low number of parents involved in PTA</p>

CSF 6: School Climate	
School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.	
<input checked="" type="checkbox"/> Teacher surveys	
<input checked="" type="checkbox"/> Parent surveys	
<input 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	<p>*Faculty, student and parent surveys were sent out, collected and discussed with administration, the Parent Involvement Committee, and the Counselors.</p> <p>??</p> <p>*The highest number of disciplinary referrals came from the primary grade levels (kinder-Second)</p> <p>*The majority of referrals were for physical aggression.</p> <p>*The majority of the referrals did not come from the classrooms but rather from unstructured areas.</p> <p>*Monday's and Friday's were the lowest attendance days</p> <p>*High numbers of students participated in extra curricular activities</p> <p>CSF</p>

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		
<table border="1"> <tr> <td>Findings</td> <td>Leon Valley continues to be a school where teachers enjoy spending their time. This year alone we had one teacher retire, and five left the campus due to the transfer list, resignation, and posted positions. Only 3 teachers placed themselves on the transfer list which speaks volumes in terms of overall climate. Teacher attendance will continue to be addressed in the 2017-2018 school year.</td> </tr> </table>	Findings	Leon Valley continues to be a school where teachers enjoy spending their time. This year alone we had one teacher retire, and five left the campus due to the transfer list, resignation, and posted positions. Only 3 teachers placed themselves on the transfer list which speaks volumes in terms of overall climate. Teacher attendance will continue to be addressed in the 2017-2018 school year.
Findings	Leon Valley continues to be a school where teachers enjoy spending their time. This year alone we had one teacher retire, and five left the campus due to the transfer list, resignation, and posted positions. Only 3 teachers placed themselves on the transfer list which speaks volumes in terms of overall climate. Teacher attendance will continue to be addressed in the 2017-2018 school year.	

Priority Needs

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

Priority Need 1

<p>It remains a challenge for our students to read on level by the end of the year, affecting all subject areas. Therefore we will continue to focus on Readers Workshop - Read Aloud's with Accountable Talk, Focus Poetry, Independent Reading time, Guided Reading, and Strategy groups.</p> <p>We will continue with staff development, extra duty pay and resources in Reading for all student subgroups including - At-Risk,ELL, Special Ed, Economically-disadvantaged and migrant students in all grade levels PreK-5.</p> <p>CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 4 Increased Learning Time CSF 5 Family and Community Engagement CSF 7 Teacher Quality</p>

Priority Need 2

<p>Continue the development of Oral Language, and the teaching of the English language to all students.</p> <p>We will continue to examine our practices over the 2016-2017 school year. We will provide teachers with staff development, extra duty pay and resources as needed for all students.</p> <p>CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 4 Increased Learning Time CSF 5 Family and Community Engagement CSF 7 Teacher Quality</p>

Priority Need 3

<p>Although numbers have increased parental involvement is still a high need area for the campus.</p> <p>We will continue to try various methods to get more involvement/volunteers to participate in campus functions.</p>

CSF 3 Leadership Effectiveness
CSF 5 Family and Community Engagement
CSF 6 School Climate

Priority Need 4

Math remains a challenge for our students. Therefore we will begin the implementation process for Guided Math during the 2017-2018 school year. - Guided Math Small groups, Math Centers (Automaticity, Problem Solving, Number sense and Academic Vocabulary. We will continue with staff development, extra duty pay and resources in Math for all student subgroups including - At-Risk, ELL, Special Ed, Economically-disadvantaged and migrant students in all grade levels K-5.

CSF 1 Academic Performance
CSF 2 Use of Quality Data to Drive Instruction
CSF 4 Increased Learning Time
CSF 5 Family and Community Engagement
CSF 7 Teacher Quality

Campus: LEON VALLEY ES

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 05/25/2017

SAT Member	Name	Signature
Principal	Rebecca Barron-Flores	
Parent Community Representative	Joe Hinojosa	
Staff Representative	Kim Peterson	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Brandon Howse	Parent
Danielle Jeffrey	Parent
Sherry Dillard	Administrator
Amber Mouser	Staff Member
Isabel Duran	Staff Member
Lexi Downey	Staff Member
Dave Gannon	Community Member
Dave Gannon	Community Member

CAMPUS: LEON VALLEY ES

CAMPUS STAFF DEVELOPMENT PLAN 2017-2018

FOR CERTIFICATION PURPOSES: Campuses are required to keep records of staff development offered during contract days including date, description, number of CPE hours and attendance.

INSTRUCTIONS: In the space below, list staff development required to assure successful implementation of the School Improvement Plan. If you have traded staff development days with teachers workdays, please list the actual date(s) of your staff development activities. If your campus has exchanged Teacher Choice days for alternate campus-wide staff development, fill in the actual date your campus-wide activity occurred (example: campus-side retreat).

Staff Development to be Offered

Date	Alternate Date(s)	Title and Description or Teacher Choice	Staff Development Area	Audience	Targeted Student Group	Funding Source / Costs	# of CPE Hours
08/21/2017	08/23/2017	8/22/17 Guided Math K-2 /Grade Book PreK-K / Workday 3-5 8/23/17 - Guided Math 3-5 / Grade Book 1-5 / Workday K-2	Curriculum	Classroom Teachers & Collab. Teachers	All Students		6
08/22/2017	08/24/2017	8am -Convocation 10:30-12:00-7 Steps Review 1:00-3:00 T-TESS Refresher	Instruction	All Staff	All Students		6
08/23/2017	08/25/2017	8:30-9:30- Meet the Teacher/Classroom Orientation 10:00-12:00-Intro to Professional Learning Communities 1:00-3:00 Emergency Plan & 1st Day Procedures 4:30-5:30 Meet the Teacher/Classroom Orientation	Collaboration	All Staff	All Students		6
10/09/2017	10/09/2017	AM- 1/2 Day district Professional Development PM- 1/2 Day Campus training Professional Learning Communities	Instruction	All Staff	All Students		6

11/20/2017	11/20/2017	Teacher Choice- 6 Hours	Instruction	All Staff	All Students		6
11/21/2017	08/14/2017	Campus Retreat - Conceptual Math Planning - Unwrapping the TEKS continuation from May- 8/14-8/16 2017 8/14 Kinder&1st-Math Planning 8/15 2nd&3rd- Math Planning 8/16 4th&5th- Math Planning	Curriculum	Classroom Teachers & Collab. Teachers	All Students		6
02/19/2018	02/19/2018	Campus based training; TELPAS Calibration/Professional Learning Communities School improvement plan review	Instruction	All Staff	All Students		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	75%	42%	77%	74%	76%	74%	42%	25%	77%
African-American	40%	40%	70%	62%	72%	100%	75%	63%	95%
Hispanic	75%	42%	77%	70%	74%	72%	40%	23%	75%
White	81%	52%	83%	84%	86%	85%	55%	35%	88%
Economically Disadvantaged	72%	38%	75%	66%	68%	70%	35%	17%	73%
Special Education	46%	21%	50%	44%	48%	44%	21%	8%	50%
At-Risk	68%	33%	70%	58%	58%	64%	28%	13%	67%
Limited English Proficient	70%	35%	75%	62%	63%	70%	28%	14%	73%
Asian	100%	50%	90%	89%	78%	100%	50%	0%	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	75%	0%	77%	80%	87%	50%	0%	0%	60%

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	65%	34%	70%	64%	62%	60%	29%	10%	65%
African-American	50%	50%	60%	53%	56%	50%	50%	50%	60%
Hispanic	67%	35%	70%	60%	59%	60%	30%	9%	65%
White	57%	14%	65%	72%	73%	71%	14%	14%	74%
Economically Disadvantaged	60%	27%	65%	56%	52%	57%	23%	7%	60%

Special Education	33%	22%	45%	33%	32%	23%	15%	0%	30%
At-Risk	57%	26%	60%	44%	37%	54%	24%	3%	60%
Limited English Proficient	71%	34%	75%	54%	49%	62%	31%	4%	65%
Asian	100%	100%	90%	85%	72%	100%	0%	0%	90%
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	0%	0%	N/A	70%	76%	0%	0%	0%	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	78%	41%	80%	79%	80%	76%	46%	23%	80%
African-American	60%	40%	65%	66%	72%	100%	75%	25%	90%
Hispanic	77%	39%	80%	77%	78%	76%	44%	22%	80%
White	81%	59%	85%	87%	88%	80%	70%	40%	83%
Economically Disadvantaged	76%	37%	80%	73%	73%	75%	42%	19%	80%
Special Education	46%	21%	50%	53%	56%	47%	20%	2%	55%
At-Risk	72%	31%	75%	67%	65%	69%	35%	13%	75%
Limited English Proficient	76%	33%	80%	73%	72%	74%	39%	14%	79%
Asian	100%	50%	90%	94%	86%	50%	50%	0%	60%
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	75%	25%	78%	82%	89%	50%	0%	0%	60%

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	68%	33%	75%	73%	76%	67%	40%	14%	70%
African-American	N/A	N/A	N/A	59%	68%	67%	33%	0%	70%
Hispanic	64%	29%	70%	68%	73%	67%	43%	15%	70%
White	89%	56%	90%	84%	87%	50%	0%	0%	60%
Economically Disadvantaged	69%	34%	75%	65%	67%	65%	41%	10%	70%
Special Education	42%	26%	50%	44%	46%	35%	20%	15%	45%
At-Risk	62%	27%	70%	56%	59%	59%	30%	9%	65%
Limited English Proficient	53%	18%	60%	57%	58%	60%	23%	3%	65%
Asian	100%	100%	90%	89%	75%	100%	0%	0%	90%
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%	90%	81%	86%	N/A	N/A	N/A	N/A

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	95.6%	95.8%
African-American	95.4%	95.8%	95.3%	95.5%
Hispanic	95.6%	95%	95.7%	95.9%
White	96%	95.8%	94.7%	94.9%
Economically Disadvantaged	95.4%	94.4%	95.3%	95.5%
Special Education	94.5%	93.9%	94.2%	94.5%
Limited English Proficient	96.4%	95.8%	96.4%	96.7%
Asian	97.8%	96.8%	92.2%	92.5%
American Indian	95.3%	95.2%	93.3%	93.5%
Hawaiian Pacific Islander	95.5%	96.1%	95.2%	95.5%
Two or More	95.9%	96%	92.1%	92.4%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
--	-------------------------	-----------------------	-------------------------

% of Students Retained	0.98%	1.98%	1.8%
------------------------	-------	-------	------

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : It remains a challenge for our students to read on level by the end of the year, affecting all subject areas. Therefore we will continue to focus on Readers Workshop - Read Aloud's with Accountable Talk, Focus Poetry, Independent Reading time, Guided Reading, and Strategy groups. We will continue with staff development, extra duty pay and resources in Reading for all student subgroups including - At-Risk,ELL, Special Ed, Economically-disadvantaged and migrant students in all grade levels PreK-5.

Goal : Due to System Safeguards it is our goal to decrease the number of placements/retentions by 10% for the 2017-2018 school year. During the 2016-2017 school year we had 160 placements and 11 retentions, this 10% decrease will account for 15 less placements and 2 less retentions during the 2016-2017 school year. We will also work to improve Special Ed., and ELL performance in reading and math performance.

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, Title III, State Compensatory
Timeline for Implementation	School year 2017-2018

November Progress Check	<p>Teachers met with academic specialist during Weekly Content Meetings: Reading- 9/26/2017, 10/24/2017 Bilingual- 9/5/2017, 11/7/2017 Math- 9/19/2017, 11/14/2017, 11/28/2017 Science- 9/12/2017, 10/31/2017</p> <p>Teachers were given a day of Extended Planning: Kindergarten- 10/03/2017 First- 10/05/2017 Second- 10/10/2017 Third- 10/12/2017 Fourth- 10/19/2017 Fifth- 10/17/2017</p> <p>11/1/2017- After first 9 week grading period, Administrators disseminated classroom percentages to all classroom general ed. and special ed. teachers to review growth data and requested a plan of action from all teachers.</p>
March Progress Check	<p>Teachers met with academic specialist during Content Meetings: Reading- 2/13/2018, 3/6/2018, 4/10/2018 Bilingual- 12/12/2018, 2/20/2018, 5/15/2018 Math- 4/17/2018 Science- 2/27/2018, 4/24/2018, 5/22/2018</p> <p>Teachers were given a day of Extended Planning: Kindergarten- 1/9/2018 First- 1/11/2018 Second- 1/16/2018 Third- 1/18/2018 Fourth- 1/23/2018 Fifth- 1/25/2018</p>
June Progress Check	<p>2018-2019 Teachers were given a day of grade level collaborative planning for Math and Reading: Kindergarten- 6/9/2018 First- 6/10/2018 Third- 6/11/2018, 6/12/2018 Fourth- 6/14/2018 Fifth- 6/11/2018, 6/12/2018</p>

Activity 1

Activity	<p>Weekly Content Meeting for the areas of Reading, Math, Science and Bilingual instruction. Effectively utilize discussion of formal and informal assessments at weekly content meetings to structure instructional decisions for all students and increase students performance on formal and informal assessments.</p> <p>In addition grade level teams will have extended planning two times during the year (Oct/Nov. and Jan/Feb)to focus on instructional decisions to meet student needs.</p>
Person Responsible	<p>Administration Academic Specialists Classroom Teachers / Collaborative Teachers</p>
Monitoring Measures	<p>Flexibility of small group formation based on student needs. Increased CDB scores and STAAR Scores. Review of IRI and Running Record levels. Increase the passing rate on promotional standards. Development of grade level discussion regarding effective teaching practices. Discussion on students not meeting campus expectations and intervention services that could be provided. Use of T-Tess Data to increase student engagement and participation.</p>
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 3, SWC 4, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

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	Utilize guided reading instruction to ensure effective reading practices through small group instruction. Continue to review growth data to target and drive instruction and increase student mastery, thereby decreasing the number of placements in each grade level due to reading. Shared Reading, Strategy Groups, Accountable Talk, and Focused Poems.
Person Responsible	Administration Reading Specialist Language Support Teachers Classroom Teachers / Collaborative Teachers
Monitoring Measures	Review of 9 week data for student progress (F&P, Tejas Lee, TPRI, progress reports, report cards) with teacher reflection. Weekly guided reading/ strategy groups Lesson plans by all staff Running Records Monthly Content Meetings T-TESS Team Meetings Administrative Walkthroughs
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 8
Promote Community Involvement	

Activity 3

Activity	Increase the level of rigor in all academic areas by using higher order thinking skills as evidenced in formal and informal assessments.
Person Responsible	Reading Specialist Language Support Teachers Math Specialist and Math AST Science AST Classroom Teachers / Collaborative Teachers Administration
Monitoring Measures	Formative and Summative assessments. Depth of Knowledge questioning will be utilized in Reading, Language Arts, Math and Science.
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 8

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 4

Activity	Leon Valley will ensure 100% of its new hires meet the profile to achieve the goals and visions of the campus. Grade level members will meet with administration and academic specialists to generate interview questions and participate in the interview process.
Person Responsible	Administration Grade Level Teams Academic Specialists Red Wagon Facilitator
Monitoring Measures	Utilize Campus mentoring positions to support and ensure participation. Meetings will occur monthly to answer questions or concerns for new teachers to the campus. Logging in notes and signatures for monthly meetings. Frequent walkthroughs will occur to support these teachers.
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 3, SWC 5
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 1. Implement and evaluate a sound employment process for recruiting, screening, and hiring effective personnel.
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 : Continue the development of Oral Language, and the teaching of the English language to all students. We will continue to examine our practices over the 2016-2017 school year. We will provide teachers with staff development, extra duty pay and resources as needed for all students.

Goal : Local Assessments, CDB scores, STAAR Scores, IRI's, and TPRI data. Coaching for identified teachers by identified staff.

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, Title III, State Compensatory
Timeline for Implementation	School year 2017-2018

November Progress Check	<p>8/24/2017- All professional staff received an Overview of 7 Steps Language & Content Objectives.</p> <p>8/24/2017- During Staff Development Day, all bilingual teachers reviewed proficiency levels.</p> <p>9/20/2017- All new teachers received half-day training on 7 Steps to a Language-Rich Classroom.</p> <p>9/5/2017, 11/7/2017- Bilingual teachers met to discuss student progress and Language Support Teachers provided additional strategies.</p> <p>9/11/2017- Vertical team met after first TELPAS writing samples were collected to analyze student data and discuss strengths and weaknesses.</p>
March Progress Check	<p>12/12/2017, 2/20/2018, 5/15/2018- Bilingual teachers met to discuss student progress and Language Support in order to provide additional strategies.</p> <p>1/29/2018, 1/30/2018, 4/30/2018, 5/1/2018- Administration with all classroom teachers to discuss progress on reading levels, IRIs, TELPAS writing samples, and TPRIs.</p>
June Progress Check	Currently still waiting on TELPAS and STAAR results in order to assess yearly progress.

Activity 1

Activity	Two-hour overview of 7 Steps to a Language Rich Interactive Classroom connected with Content and Language Objective Training and how they work together.
Person Responsible	<p>Reading Specialist</p> <p>Language Support Teachers</p> <p>Math Specialists</p> <p>Science AST</p> <p>Administration</p> <p>Rotation Specialists</p> <p>Classroom Teachers / Collaborative Teachers</p> <p>Instructional Assistants</p> <p>Special Education Staff</p>
Monitoring Measures	Increased student Language Development witnessed through students speaking and writing in complete sentences as modeled through the use of sentence stems in all classrooms to support student learning. In addition we will expect 100% engagement by all students. It is not acceptable for teachers to accept "I don't know" from students.
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4, SWC 8, SWC 9

Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	<p>Meet with classroom bilingual teachers, analyzed data, and write targeted lessons to address our ELPS as determined by the data review. Students will be grouped according to proficiency levels. Time has been identified in our daily schedule to provide these lessons that will support student growth in language. Rise and Shine Enrichment and Intervention time 7:50-8:20 Monday-Thursday.</p> <p>Two monthly meetings with Bilingual teachers to discuss student progress and provide additional strategies.</p>
Person Responsible	<p>LST's Rotation Specialists Bilingual Classroom Teachers / Bilingual Collaborative Teachers Instructional Assistants Administration Special Education Staff</p>
Monitoring Measures	<p>Documentation and reports on student progress from various technology support systems. Increase in growth measurements by students using STAAR comparison data from 4th, and 5th. Increase reading, writing and math levels using such things as: IRI's, Running records, CDB's, promotion standards, writing samples, TELPAS Writing Samples. All the above information will be discussed at content meetings to insure that all students needs are being met consistently.</p>
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 5
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 3

Activity	Implement vertical team to collaborate on TELPAS Holistic Scoring for the areas of Reading, and Writing. Bilingual teacher's will discuss strengths and weaknesses of TELPAS and analyze TELPAS data to set instructional areas of focus in the areas of listening speaking, reading, and writing.
Person Responsible	Administration District Bilingual Specialists Language Support Teachers Bilingual classroom Teachers / Collaborative Teachers
Monitoring Measures	Monthly Bilingual Meetings - Agenda's and Sign in Sheets Collection and Review of TELPAS Samples - 3 times during the year.
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 8
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 4

Activity	Leon Valley will increase Writing STAAR, TELPAS, NISD Rubric, Writing CDB score percentages through the continued implementation of Writers Workshop and the 7 Steps to a Language Rich Classroom. Review Essential TEK's by grade level and vertical teams to implement student expectations by grade level.
Person Responsible	Administration Reading Specialist Language Support Teachers Grade Level Teams / Collaborative Teachers
Monitoring Measures	Local Assessments, CDB scores, STAAR Scores, IRI's, and TPRI data. Coaching for identified teachers by identified staff.
Title 1 Fund	Yes

Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 8, SWC 9
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	

Goal 3

Need : Although numbers have increased parental involvement is still a high need area for the campus.
 We will continue to try various methods to get more involvement/volunteers to participate in campus functions.

Goal :

Leon Valley will focus on increasing parental/ community involvement by 10%.

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	School year 2017-2018
November Progress Check	<p>Campus has held various of events to get more involvement/ volunteers to participate in capus functions. The following is a list of events along with total number of community participants:</p> <p>8/25/2017 Meet the Teacher:384 Cafecitos: 8/28/2017, 9/20/2017, 10/18/2017, 11/15/2017 Total: 57</p> <p>9/14/2017 PTA Family Game Night: 155 9/15/2017 Dad's Day to Read: 72 9/21/2017 Watch D.O.G.S. 70 10/20/2017 Bike Rodeo: 49 10/23/2017 Book Fair Volunteers: 14 10/26/2017 Story Book Character Parade: 58 10/26/2017 Literacy/ Academic Night: 50 11/10/2017 Veteran's Day: 87 11/17/2017 Career Day: 25 12/5/2017 Evening of the Arts: 150 12/5/2017 Student Led Conferences: 150 12/6/2017 Gingerbread Houses: 22 9/21/2017-12/12/2017 ESL Classes for Parents: 351</p>
March Progress Check	<p>Parent Involvement Initiative with Dr. Hector Montenegro in order to increase parental engagement at Leon Valley: Phone conference with Dr. Montenegro on January 23, 2018: Discuss and set goal. Phone Conference with Dr. Montenegro on February 5, 2018: formulation of school profile. February 12, 2018: Focus Groups February 13th Informal Observations: Dr. Montenegro - Meeting with Ms. Flores to work on Logistics for the afternoon with staff-Discuss engagement of staff in goal setting for next years SIP and adding targets to focus on. February 13, 2018 at 3:05 Meeting with faculty: Presented report to faculty.</p>
June Progress Check	<p>5/31/2018: Parent Involvement Committee met to review report and school assessment needs. Committee came up with a plan for continual growth in parental involvement. A parent room will be added to the campus and the implementation of the APTT model.</p>

Activity 1

Activity	<p>Math&Science STEM Night/Literacy Night/Leader In Me Nights Reading with Mom Day Reading with Dad Day Morning Cafecito's Student Led Conferences in November 2015 and February 2016 Veteran Day Celebration Meet the Teacher Peter Piper Night Campus Beautification Career Day PTA Meetings Tech Night Rotation Finale Bike Rodeo Field Day Tree Lighting Fire Safety Poster Earth Day Fiesta Parade Robotics Character Parade</p>
Person Responsible	<p>Reading Specialist / Language Support Specialists - Language Arts Committee Math Specialist / AST - Math Committee Advisory/ Leader In Me Facilitator / Lighthouse Committee Science AST/ Social Studies Facilitator - Science Social Studies Committee Counselors Administration</p>
Monitoring Measures	<p>Parent Evaluation of each program Parent sign in sheets Night or Day Agenda's</p>
Title 1 Fund	<p>Yes</p>
Title 1 Campuses	<p>SWC 2, SWC 6, SWC 9</p>
Promote Community Involvement	<p>Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.</p>
Educate Diverse Learners	

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

Activity 2

Activity	<p>Technology Education Night for Parents Assist staff in setting up Remind accounts and expecting them to send a minimum of one notice to parents weekly about what is happening in classes. Utilize Twitter as a campus to promote events and share success with parents. All staff will open Remind Accounts during staff development week of August 2017.</p> <p>Implementation of technology in the classroom.</p> <p>Leon Valley Facebook Page</p>
Person Responsible	<p>Classroom Teachers/Collaborative Teachers Administration Special Group Sponsors TSS and Elementary Academic Technology Coach Facebook administrators</p>
Monitoring Measures	<p>Parent Surveys Parent feedback Increased attendance at campus events. Each teacher will send a minimum of one notice to parents weekly about what is happening in class. Increased use of technology in classroom instruction. Parent sign-in sheets Facebook followers</p>
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 6
Promote Community Involvement	Objective 3. Establish and expand initiatives that promote effective community relations and meaningful two-way communication with all stakeholders.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
---	--

Activity 3

Activity	Recognize students exhibiting exemplary Leadership Habits during parades- Teachers will select two students per month who exemplify the Seven Habits of Leadership in their classrooms. Perfect Attendance, Good Citizen, and Honor Roll Breakfast- Students qualifying for Perfect attendance and Honor Roll will be invited to the breakfast each 9 weeks.
Person Responsible	Classroom Teachers Administration Advisory Committee
Monitoring Measures	Numbers of students qualifying for perfect attendance, good citizenship, honor roll breakfast, and exemplars for leadership habits.
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 2. Implement, provide, and communicate programs that will ensure that students understand shared responsibility and have necessary coping skills.

Activity 4

Title 1 Campuses	SWC 6
Promote Community Involvement	
Activity	Continue Implementation of Watch D.O.G.S. Program for the 2017-2018 school year. Initial Watch D.O.G.S. meeting with Male Volunteer Committee-Father and Child Pizza Night

Person Responsible	Administration Counselors PTA Parents Community Representative Watch D.O.G. Facilitators
Monitoring Measures	Sign In Sheets at initial Watch D.O.G.S. training. Sign In sheets monitored in counselors office on subsequent volunteer days.
Title 1 Fund	Yes
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 4. Implement and promote a collaborative approach to school and community safety.

Activity 5

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

Goal 4

Need : Math remains a challenge for our students. Therefore we will begin the implementation process for Guided Math during the 2017-2018 school year. - Guided Math Small groups, Math Centers (Automaticity, Problem Solving, Number sense and Academic Vocabulary. We will continue with staff development, extra duty pay and resources in Math for all student subgroups including - At-Risk,ELL, Special Ed, Economically-disadvantaged and migrant students in all grade levels K-5.

Goal : It is our goal to decrease the learning gap in the area of mathematics. During the 2017-2018 school year by implementing Guided Math groups and developing formative and summative assessments during and at the end of each unit, to guide our instruction and track student growth. In addition we will increase the number of students in 4th and 5th grade making growth on STAAR by 10%.We will also work to improve Special Ed., and ELL performance in math.

Goal Details

Student Groups Impacted	All Students, African American, Asian, Special Education, At Risk, Eco-Dis, White, ELL, Migrant, Hispanic, 2 or More, Homeless
Funding Needed	Local, Title III, State Compensatory
Timeline for Implementation	August 28, 2017-June 1, 2018
November Progress Check	All general and special education teachers participated in Conceptual Math Planning and Training Sessions: Unwrapping the TEKS Kindergarten through Second: 8/22/2017 Unwrapping the TEKS Third through Fifth: 8/23/2017 Implementation of math guided at this time instruction in all classrooms.
March Progress Check	All grade level teacher teams met with Math Specialist weekly during their planning sessions to participate and collaborate in math conceptual planning. Teachers also met with Math Specialist to review common formative assessment data in order to align teaching to meet the needs of all students.
June Progress Check	All grade level teacher teams continued to meet with Math Specialist weekly during their planning sessions to participate and collaborate in math conceptual planning. Teachers also continued to meet with Math Specialist to review common formative assessment data in order to align teaching to meet the needs of all students. The campus is awaiting 2017-2018 STAAR result data.

Activity 1

Activity	Our campus provided Guided math training for a core team of 21 staff members on March 20th and 21st of 2017. The implementation team consisted of teachers from each grade level. Staff development was provided to teachers in Conceptual math planning during May of 2017. Teachers new to the grade level were introduced to the process of conceptual planning and how to improve instruction for our students. Staff development will be provided during our August retreat days.
Person Responsible	Administration, Math Specialist, Math Guided coalition, Classroom/Collaborative teachers
Monitoring Measures	Sign in sheets
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 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 2

Activity	Implement guided Math instruction to ensure effective Math practices through small group instruction. Continue to review growth data to target and drive instruction and increase student mastery. Small groups, Math workstations, Number Sense, Automaticity, Academic Vocabulary, and Problem solving.
Person Responsible	Administration, Math Specialist, Math Committee, Classroom/Collaborative teachers
Monitoring Measures	Review of 9 week data for student progress (progress reports, report cards) with teacher reflection. Weekly guided math groups Lesson plans by all staff Monthly Content Meetings T-TESS Team Meetings Administrative Walkthroughs
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 8, SWC 9
Promote Community Involvement	

Educate Diverse Learners	Objective 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 3

Activity	Implement Formative and Summative assessments for each unit of instruction to track growth and improve instruction.
Person Responsible	Administration, Math Specialist, Classroom/Collaborative teachers
Monitoring Measures	Lesson plans by all staff Assessment Binder per grade level with formative/summative assessment data and reflective process that will improve instruction. Monthly Content Meetings T-TESS Team Meetings Administrative Walkthroughs
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Campus will have a STEAM night that will focus on educating, promoting, and enhancing our students math and science instruction by involving parents and the community.
Person Responsible	Administration, All staff members

Monitoring Measures	Sign in Sheets Program evaluation
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 6, SWC 8, SWC 9
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

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

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	September 2017- May 2018
November Progress Check	Teachers utilize web-based programs that incorporate movement breaks into daily schedule. Healthy food choices and nutritional messages are promoted consistently in the cafeteria and the gym through signs and posters. The "Nutrition Nugget" is used as a community outreach publication to provide parents with fun, simple ways to promote a healthy lifestyle at home.
March Progress Check	Teachers utilize web-based programs that incorporate movement breaks into daily schedule. Healthy food choices and nutritional messages are promoted consistently in the cafeteria and the gym through signs and posters.
June Progress Check	Teachers continued to utilize web-based programs that incorporate movement breaks into daily schedule. Healthy food choices and nutritional messages are promoted consistently in the cafeteria and the gym through signs and posters. May 9, 2018- Students were encouraged and given the opportunity to be active and participate in the Bike Rodeo. May 2018- students participated in a dance-a-thon to build awareness on childhood leukemia.

Activity 1

Activity	Utilize teacher created and/ or web-based programs that promotes structured student movement/ physical activity in the classroom.
Person Responsible	Classroom Teachers PE Teacher
Monitoring Measures	Administrative Walk-throughs Classroom Daily Schedules
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	Post nutrition messages and posters throughout the school specific to My Plate and food pyramid.
Person Responsible	PE Teachers
Monitoring Measures	Evidence of posters around campus.
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	Promote healthy food choices in the cafeteria.
Person Responsible	All Staff
Monitoring Measures	Student meal choices in the cafeteria.
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	

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

Activity 4

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

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	

Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	