



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

MCANDREW ELEMENTARY SCHOOL

2017-2018

MCANDREW ES

Needs Assessment 2017-2018

Process

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

Each team leader was given a copy of the critical success factors and were asked to work with their grade level teams to identify a primary area of concern using sources appropriate for their grade level such as IRIs, TPRI's, tracking forms, CDBs. Administration, team leaders and content area facilitators met after school to discuss grade level findings. We compiled, combined and categorized the findings and created a manageable list. We then completed a root cause analysis for each item. We identified weaknesses that the committee felt could be addressed outside of the SIP and we prepared a plan to address those areas. The committee discussed the more substantial concerns (goals) and created a list of activities to address these issues.

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 type="checkbox"/> Regression graphs	
<input type="checkbox"/> Student demographics	
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE	
<input type="checkbox"/> TELPAS	
<input 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 CDB Performance, IRI data, campus tracking forms, flexible grouping instruction, lesson plans	
Findings	<p>IRI levels are determined but instruction tends to focus on the low and average range students. IRI data also indicates that our students struggle with beyond the text and inferencing which affects all content areas.</p> <p>Most of our students meet district and academic requirements across the campus. Our special education population did not perform well on STAAR. Some are in a collaborative setting, specialized instruction or receiving both: Round 1 testing - 50% passed, 17% Level III</p> <p>Our growth measure and level III performance from the cohort 4th to 5th grade increased 4th grade 15/16 to 5th grade 16/17 - reading level III went from 36% to 44% and math level III went from 24% to 58%</p> <p>Depth and complexity icons are used for instruction to increase rigor. Most teachers utilize the icons (5th grade is consistent) but there is inconsistency across other grade levels and within grade levels. The number of icons being utilized is also inconsistent.</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

Common Assessments

Other

Findings	Data meetings are conducted after all CDBs. Primary grades meet 1 time every 9 weeks to discuss data to establish grouping for intervention/enrichment. Follow through was inconsistent. Common Assessments are being used in Math in 2nd, 3rd, 4th and 5th but not used consistently. Pre-Assessments are being used inconsistently in 2nd, 3rd, 4th and 5th.
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CSF 3: Leadership Effectiveness

Leadership Effectiveness targets the need for leadership on the campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Providing job-embedded professional development to build capacity of campus leaders is a vital part of this CSF.

Distribution of leadership and responsibilities

Decision making structures on the campus

Teacher input

Campus goals

Monitoring of teacher performance; feedback to staff

Communication

Master schedule

Teacher and parent surveys

Other

Findings	<p>Leadership responsibilities are distributed amongst 90% of the staff; first year teachers have not been given major roles but have volunteered to take on additional responsibilities for after school clubs. The staff manage their responsibilities, problem solve and monitor. Decisions are made as a grade level, campus or committee and rarely by administration alone; Staff feel they have ownership and take it seriously. The staff feel trusted and supported.</p> <p>Communication has improved from last year with the master calendar being updated regularly by the vice-principal.</p>
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CSF 4: Increased Learning Time

Increased Learning Time necessitates flexible scheduling that allows time for additional instructional minutes, enrichment activities and staff collaborative planning time. Increased Learning Time necessitates strategies that maximize the number of sustained, engaging instructional minutes that must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, using time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers that continuously strengthen instructional practices. This CSF confirms, as a requisite, an instructionally focused calendar.

- Response to Intervention
- Interventions implementation and effectiveness
- Student identification for increased learning time
- Tutorials
- Other

Findings	<p>The use of master calendar is helpful because it protects the teachers' time; all activities, meetings, activities are scheduled in advance. The master collab schedule and use of separate computer rotation schedule ensure that specialists have very few, if any, empty blocks.</p> <p>Teachers struggle with having specialists work with them during enrichment time because they feel like they have to create a separate lesson and this is extra work and time.</p> <p>The enrichment piece is not being planned effectively because the focus tends to be on student who struggle and RtI versus enriching the higher students. The tasks we ask the higher students to do is not always a "respectful" task.</p> <p>Tutoring is meeting the needs of the struggling students.</p>
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CSF 5: Family/Community Engagement

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

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

Findings	Parent involvement is high. The PTA supports the school and there is a partnership between the school/PTA and local businesses. Communication between school and community is effective. Various means of communication are utilized teachers correspond daily with many parents.
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CSF 6: School Climate	
School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.	
<input type="checkbox"/> Teacher surveys	
<input checked="" type="checkbox"/> Parent surveys	
<input 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>Attendance is at 97%. Discipline concerns are minimal due to teacher training and use of effective strategies within the classrooms and across the campus. There are numerous after school clubs offered by the campus and district that are utilized. The music and art teachers conduct additional clubs, free of charge to support their programs. Parents are very happy with the school and their teachers etc. The office is extremely welcoming.</p> <p>There are students who are hard to motivate and struggle with daily work because of their fear of failure. This is a concern across grade levels.</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 type="checkbox"/> Teacher attendance	
<input type="checkbox"/> Teacher experience and years on campus	
<input type="checkbox"/> Class size	
<input checked="" type="checkbox"/> Staff retention rates	
<input checked="" type="checkbox"/> Alignment of curriculum, instruction, assessment	
<input 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>The staff retention rates are high and teachers like where they work and they like their jobs. All but one staff change was due to promotions or marriages or moving out of state; only one transfer. We have some new staff that require more support and training and have received that from the district, campus specialists, team leaders and administration. Staff development on vertical alignment (writing, science) at the campus level was very helpful. They would like more vertical planning similar to this. Planning time was protected by using a calendar to schedule meetings to ensure teachers' time was protected. Wednesday after school planning is helpful also because it ensured that everyone had to be there. However, the planning focused on the lessons and activities assuming that the all staff understood the topics being discussed. Discussions occurred but inconsistently. Planning also focused more on the grouping to meet the needs of struggling and bubble kids with less emphasis on higher achieving students. Pre -assessments and common assessments were planned and used but inconsistent across grade levels.</p> <p>Technology was planned for and teachers have made significant growth; 1st through 5th grade teachers implement technology on a regular basis to engage students. They still feel they can grow more and are willing to learn.</p>
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Priority Needs

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

Priority Need 1

More effective planning that ensures the highest quality instructional practices and increased student engagement
CSF 7 Teacher Quality

Priority Need 2

To increase comprehension by providing reading instruction at each students' true instructional level including the high acheivers
CSF 1 Academic Performance

Priority Need 3

Provide meaningful, engaging and respectful work to all students including the high achievers.
CSF 2 Use of Quality Data to Drive Instruction

Priority Need 4

Provide opportunities for shared responsibility and leadership.
CSF 6 School Climate

Campus: MCANDREW ES

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 05/23/2017

SAT Member	Name	Signature
Principal	De 'Ann Upright	
Parent Community Representative	Dr. Joe Huehn	
Staff Representative	Jennifer De La Rosa	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Dr. Joel Huehn	Community Member
Ruchi Kaushik	Parent
Diana Madrid	Parent
Kristin Neal	Parent
Evan Strong	Parent
Melisa Suarez	Parent
Geraldine Sudyka	Parent
Jennifer De La Rosa	Staff Member
Stacey Garner	Staff Member
Michelle Tomasino	Staff Member
Lindsey Christian	Administrator
De 'Ann Upright	Administrator

CAMPUS: MCANDREW 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		AM - Handbook, Crisis Plan, Grade Book Training, Team Building Activity PM - Class List eRtl/PRF review and data collection	Assessment	all staff	k-5	local funds	6
08/22/2017		AM - T-TESS Refresher , Convocation PM -Depth and Complexity Review	Instruction	all staff	k-5	local funds	6
08/23/2017		AM - PLC Book Study and Group Presentation, PLC Guidelines, PM - Enrichment lesson development for math unit (pre test, leveled groups) and reading unit (pre-test and leveled grouping)	Instruction	all staff	k-5	local funds	6
10/09/2017		Half day - district off campus training Half day - Curriculum Mapping and PLC time	Curriculum	all staff	k-5	local funds	6
11/20/2017	08/15/2017	Retreat Day - Writing and Word Work	Curriculum	all staff	k-5	local funds	6
11/21/2017		Teacher Choice	Curriculum	all staff	k-5	local funds	6

02/19/2018		Team Building Activity, eRtl, PLC Planning	Assessment	all staff	k-5	local funds	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	94%	71%	95%	74%	76%	96%	73%	49%	97%
African-American	100%	60%	97%	62%	72%	100%	60%	20%	100%
Hispanic	94%	72%	95%	70%	74%	98%	74%	51%	98%
White	94%	77%	95%	84%	86%	94%	77%	57%	96%
Economically Disadvantaged	100%	60%	97%	66%	68%	100%	75%	50%	100%
Special Education	86%	50%	85%	44%	48%	75%	33%	17%	80%
At-Risk	75%	25%	80%	58%	58%	81%	42%	19%	90%
Limited English Proficient	67%	33%	80%	62%	63%	50%	50%	50%	80%
Asian	100%	25%	100%	89%	78%	100%	50%	0%	100%
American Indian	N/A	N/A	100%	73%	58%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	100%	75%	71%	100%	0%	0%	100%
Two or More	80%	20%	90%	80%	87%	83%	67%	17%	90%

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	83%	54%	93%	64%	62%	96%	67%	27%	96%
African-American	0%	0%	100%	53%	56%	100%	0%	0%	100%
Hispanic	86%	52%	93%	60%	59%	100%	67%	22%	100%
White	78%	61%	93%	72%	73%	92%	73%	35%	95%
Economically Disadvantaged	100%	0%	95%	56%	52%	100%	50%	0%	100%

Special Education	50%	50%	66%	33%	32%	50%	50%	50%	80%
At-Risk	50%	0%	60%	44%	37%	78%	22%	0%	85%
Limited English Proficient	100%	0%	70%	54%	49%	50%	50%	0%	85%
Asian	100%	33%	100%	85%	72%	N/A	N/A	N/A	100%
American Indian	N/A	N/A	100%	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%	67%	90%	70%	76%	100%	0%	0%	100%

MATHEMATICS (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	94%	71%	93%	79%	80%	95%	74%	47%	98%
African-American	100%	80%	80%	66%	72%	100%	60%	40%	100%
Hispanic	96%	66%	93%	77%	78%	98%	71%	43%	98%
White	94%	80%	95%	87%	88%	91%	78%	51%	95%
Economically Disadvantaged	80%	40%	90%	73%	73%	88%	75%	38%	92%
Special Education	93%	57%	93%	53%	56%	83%	58%	33%	90%
At-Risk	67%	17%	80%	67%	65%	77%	50%	12%	85%
Limited English Proficient	33%	0%	75%	73%	72%	50%	50%	0%	80%
Asian	75%	50%	80%	94%	86%	100%	75%	50%	100%
American Indian	N/A	N/A	100%	78%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	100%	80%	78%	100%	0%	0%	100%
Two or More	80%	20%	90%	82%	89%	100%	83%	50%	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	Meets Standard	Masters Standard	

All Students	100%	81%	95%	73%	76%	98%	69%	38%	98%
African-American	100%	100%	100%	59%	68%	100%	0%	0%	100%
Hispanic	100%	73%	100%	68%	73%	100%	67%	43%	100%
White	100%	83%	100%	84%	87%	95%	68%	37%	95%
Economically Disadvantaged	100%	100%	100%	65%	67%	100%	100%	50%	100%
Special Education	100%	63%	80%	44%	46%	83%	17%	17%	85%
At-Risk	100%	25%	75%	56%	59%	91%	27%	9%	95%
Limited English Proficient	N/A	N/A	100%	57%	58%	N/A	N/A	N/A	80%
Asian	100%	100%	100%	89%	75%	100%	75%	25%	N/A
American Indian	N/A	N/A	100%	73%	60%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	93%	N/A	N/A	N/A	N/A
Two or More	100%	100%	90%	81%	86%	100%	100%	33%	100%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	97.1%	97.5%
African-American	95.4%	95.8%	97.5%	97.5%
Hispanic	95.6%	95%	97.4%	97.5%
White	96%	95.8%	96.8%	97%
Economically Disadvantaged	95.4%	94.4%	96%	97%
Special Education	94.5%	93.9%	96.8%	97%
Limited English Proficient	96.4%	95.8%	97.4%	97.5%
Asian	97.8%	96.8%	97.5%	97.5%
American Indian	95.3%	95.2%	94.4%	N/A
Hawaiian Pacific Islander	95.5%	96.1%	93.4%	97.5%
Two or More	95.9%	96%	96.8%	97%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	0%	0%
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17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : More effective planning that ensures the highest quality instructional practices and increased student engagement

Goal : To improve growth in the comprehension components of all core subjects

Goal Details

Student Groups Impacted	All Students
Funding Needed	Other
Timeline for Implementation	September-May
November Progress Check	<p>Activity 1 - Training provided and admin works with each grade level and is meeting every week during planning time to ensure effective use Tier I strategies.</p> <p>Activity 2 - Planning protocol is PLC model.</p> <p>Data is collected from pre-assessments and common assessments and groups are being created weekly based on this data</p> <p>Activity 3 - PLC planning has carried over to Wednesday afternoons so vertical planning has not occurred during that time as of yet.</p> <p>Activity 4 - Monthly technology planning is occurring and during weekly team planning technology is incorporated into the units of study.</p>
March Progress Check	Activity 5 - Interview questions will be completed in April and May. The ABLE group is looking at questions at the April 6th meeting so we will use this time to develop questions.
June Progress Check	PLC was very effective and we will continue the process for 2018-2019. Adding reading to the model will be a focus for the upcoming year.

Activity 1

Activity	Provide PLC training. Teachers will be grouped by grade level. Each group will receive a tier 1 strategy to research. They will then be given a different PLC article to read. The groups will use their tier I strategy to present their findings.
Person Responsible	Principal Vie-Principal
Monitoring Measures	Sign-in sheets look for use of tier 1 strategies during planning time, walkthroughs and observations
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Leadership team will create a planning protocol. In addition to leveled groups, teachers will identify enrichment groups, depth and complexity icons that apply and applicable technology application that will enrich the lesson. This will be completed on weekly lesson plans.
Person Responsible	team leaders grade level teams
Monitoring Measures	lesson pan review walkthroughs to monitor use of icons and observation of leveled group activities
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.

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

Activity 3

Activity	Utilize Wednesday after-school staff development to engage in vertical conversations about math and reading units of study. We will discuss strategies and approaches that will assist teachers in lesson development, delivery, and student product and outcome.
Person Responsible	content area facilitators
Monitoring Measures	sign in sheets lesson plan review observations during planning time
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Provide ongoing technology training that supports the integration of technology into the content areas through monthly meetings with the librarian and technology coach.
Person Responsible	librarian tech coach grade level teachers
Monitoring Measures	Lesson plan review walkthroughs during technology integration observe planning times
Title 1 Fund	No

Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 6. Utilize technology in advanced and innovative ways to support instruction and facilitate learning
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	Interview questions will be designed to determine a candidates experience with planning, teamwork, previous staff development (looking for rigor) and technology. The leadership team will design questions in August to prepare for a possible opening.
Person Responsible	administration leadership team
Monitoring Measures	walkthroughs and observations of new staff observing during planning time
Title 1 Fund	No
Title 1 Campuses	
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	

Goal 2

Need : To increase comprehension by providing reading instruction at each students' true instructional level including the high acheivers

Goal : To see an increase in the IRI levels with strong comprehension scores.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	August -May
November Progress Check	Activity 1 - Informal genre study occurring during meetings with the reading sp. Training on D& C is occurring during PLC time and being applied to specific lessons. Activity 2 - Reading sp. conducted training as needed for specific staff Activity 3 - flexible grouping during morning time and guided reading is occurring daily and weekly so that high readers are being enriched; this is planned weekly during planning and PLC time.
March Progress Check	Activity 3 - Continuing with activity 3. Groups are based on pre-assessments and daily observations.
June Progress Check	Our data shows that we did well in reading but it was our lowest area. We will address this again at our leadership meeting and consider this a focus for next year.

Activity 1

Activity	Conduct depth and complexity training, review and follow up during Wednesday after-school staff development time. Specific genres will be studied each month and groups will discuss icons that apply, provide examples and the rationale. *Conduct training utilizing continuum questioning with D&C icons for weekly readings/IRI's for guided reading.
Person Responsible	Reading specialist
Monitoring Measures	view lesson plans observing during planning time walkthroughs and observations
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	

Educate Diverse Learners	Objective 5. Provide rigorous, complex, and meaningful learning that promotes readiness for post PK-12 experiences.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Provide training, review of running records with embedded comprehension questions using specific benchmark leveled books. These will be administered mid nine-week grading period.
Person Responsible	reading specialist classroom teachers
Monitoring Measures	mid nine week checks using a tracking form
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Beginning of year IRI comprehension component will be used to group students for guided reading. A plan of action will be documented in the lesson plan for each group to ensure that high achievers receive instruction at their level.
Person Responsible	classroom teachers
Monitoring Measures	lesson plan review observing during planning time walkthroughs and observations
Title 1 Fund	No

Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

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

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 : Provide meaningful, engaging and respectful work to all students including the high achievers.

Goal : Students' performance data will show an increase in NEAR data and performance data on state assessments.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Other
Timeline for Implementation	August -May
November Progress Check	Activity 1 and 2 - During PLC time data is reviewed and flexible groups are being established to support high achievers. Each grade level is providing enrichment or leveled instruction during morning time or guided math and reading. Activity 3 - Teachers are using pre-assessment and common assessment data to provide prescriptive homework for math and IRI levels and running records for reading. Activity 4 - During planning and PLC time daily recursive review is being planned for each unit Activity 5 - not completed
March Progress Check	Activities 1-5 are continuing. Activity 5 - changed to a survey. Asking parents to provide written information about their observations so that we can incorporate that into our SIP planning for 18-19

June Progress Check	Homework survey results did not show any consistency in what parents want or expect. Many surveys were not returned. We are going to do another survey at the beginning of the year by teacher and grade. We continue to struggle with this as some parents just don't do homework due to time constraints. Others want and expect a great deal of homework.
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Activity 1

Activity	Utilize pre-assessments for each math unit to determine flexible groups. Students who demonstrate mastery will receive enriched work that challenges them and goes deeper into the content using problem solving activities from exemplars and Pearson.
Person Responsible	classroom teachers math facilitator
Monitoring Measures	review lesson plans observations during planning walkthroughs and observations
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	Determine IRI levels beyond the grade level with the focus on the comprehension component. Students with high comprehension will be grouped and provided guided reading and work at their comprehension level to include projects with integrated technology.
Person Responsible	classroom teachers reading specialists librarian
Monitoring Measures	tracking form containing IRI and mid-nine week comprehension checks review lesson plans for grouping and technology integration observations during team planning

Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Provide prescriptive homework that is individualized and based on the math pre-tests and the comprehension level of each child.
Person Responsible	classroom teachers
Monitoring Measures	review lesson plans observations during planning
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Provide daily recursive review for students who struggle; math wall, daily math review, problem solving activities, centers
Person Responsible	classroom teachers

Monitoring Measures	collection daily schedules with imbedded recursive review time review lesson plans observation during team planning time walkkthroughs during recursive review time
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	Conduct a parent meeting in November to gather their thoughts, observations and opinions of the approach we are using; prescriptive homework, pre-assessment, rigor etc.
Person Responsible	administration
Monitoring Measures	sign in sheets
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 4. Develop and implement processes for vertical collaboration across bands of stakeholders.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 4

Need : Provide opportunities for shared responsibility and leadership.

Goal : Student motivation and engagement will increase which will improve student performance and the social interaction between students.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Other
Timeline for Implementation	August-May
November Progress Check	Activity 1 - Classrooms are conducting weekly classroom meetings that include complements and compliment folders for the older students. Activity 2 - teachers discussed campus guiding principles that align with the Pillars of Character. Student committee has not been utilized at this time. Activity 3 - Watchdog program is in place with on-line sign up. Trying to utilize flexible scheduling to attract more fathers/grandfather etc. Also encouraging uncles.
March Progress Check	Activity 1, 3 are continuing as planned Activity 2 - Student committee planned as an exit committee for April Activity 4 - Student led conferences need to be revisited for 18-19. More guidance needed in order to be successful and effective. Will conduct training in the first 9 weeks of next year to ensure that ALL teachers conduct at least one conference. Will use the teachers who did do conferences to guide and train staff and set guidelines.
June Progress Check	The student committee did not get done. I am going to start the year off with a committee and video tape and share with staff. All staff completed a student conference-led conference. We are going to conduct two student led conferences next year; I will work with leadership team to decide on which grading periods would work best.

Activity 1

Activity	Classrooms will conduct weekly class meetings.
Person Responsible	classroom teachers Student advisory facilitator counselor
Monitoring Measures	schedule of times for class meetings informal walkthroughs during class meeting time

Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 3. Implement systems to promote the development of student leadership, critical thinking, and self-management skills.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Develop and promote a campus philosophy with guiding principles that students can apply to all aspects of their school day and beyond. These principles will align with the NISD pillars and will be created using a committee of teachers and students.
Person Responsible	counselor vice principal
Monitoring Measures	created list of guiding principals posted throughout the school watching for use of vocabulary during class meetings, classroom discussion and teacher/student interaction
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	Objective 2. Implement, provide, and communicate programs that will ensure that students understand shared responsibility and have necessary coping skills.

Activity 3

Activity	Promote and grow the Watchdog program by listing them in the Principal's newsletter; recognizing them publicly will promote the program and hopefully encourage more fathers to become involved during the school day.
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Person Responsible	Principal
Monitoring Measures	Watch Dog sign up
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	Objective 4. Implement and promote a collaborative approach to school and community safety.

Activity 4

Title 1 Fund	No
Title 1 Campuses	
Activity	All students on k-5 will conduct student led conferences at a minimum of 1 time during the school year.
Person Responsible	classroom teachers
Monitoring Measures	schedule of conferences
Promote Community Involvement	
Educate Diverse Learners	Objective 3. Implement systems to promote the development of student leadership, critical thinking, and self-management skills.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 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 ensure that all students are provided with opportunities to engage in fitness activities and to learn skills that ensure a healthy lifestyle.

Goal Details	
Student Groups Impacted	All Students
Funding Needed	Other
Timeline for Implementation	August-September
November Progress Check	Activity 1 - PE classes contain a balanced curriculum of strength training, cardiovascular fitness and health; health is incorporated into each unit of study. Activity 2 - PE is providing opportunities for emotional well being through group activities and ongoing focus on teamwork and cooperation. The counselor exceeds her classes so students are receiving additional support and also opportunities for group sessions as needed. Activity 3 - Fun run was conducted in September.
March Progress Check	Activity 4 is imbedded into the lessons. Activity 5 - Family Night is April 12th to showcase Fine Arts and PE.

June Progress Check	Family Night that incorporated PE activities was successful.
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Activity 1

Activity	Ensure that all children receive moderate to vigorous physical education that includes both cardiovascular fitness and strength training.
Person Responsible	physical education teacher
Monitoring Measures	walkthroughs lesson plans review
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	Provide activities that promote citizenship, personal responsibility and emotional health through team activities in PE and guidance lessons
Person Responsible	physical education teacher counselor
Monitoring Measures	guidance calendar lesson plan review walkthroughs
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 activities beyond the classroom that focus on fitness; Work with PTA to have a fun run and a fitness showcase event.
Person Responsible	PTA Board Administration physical education teacher
Monitoring Measures	Fun Run participation and results
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	Integrate health topics into core academics (science, social studies, PE) to help students make connections between choices and impact of their choices.
Person Responsible	classroom teachers
Monitoring Measures	walkthroughs lesson plan review
Title 1 Fund	No

Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	Conduct a family night event that promotes various fitness activities.
Person Responsible	physical education teacher
Monitoring Measures	attendance and participation numbers parent survey
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	