



NORTHSIDE  
SCHOOL



INDEPENDENT  
DISTRICT



## SCHOOL IMPROVEMENT PLAN

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# NORTHWEST CROSSING ELEMENTARY SCHOOL

## 2017-2018

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### OUR MISSION

The mission of Northwest Crossing Elementary is to provide a safe, supportive, and challenging learning environment where all students are encouraged to become self-confident, independent thinkers and life-long learners. We believe that pride in learning and personal accomplishment as well as respect for each other will enable our students to face the challenges of their future.

# NORTHWEST CROSSING ES

## Needs Assessment 2017-2018

### Process

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

November 28,2016

During the monthly faculty meeting the SIP goals were discussed. Progress for those goals were discussed by each grade level which included our specialists and documented.

March 6,2017

During the monthly faculty meeting the SIP goals were discussed. Progress for those goals were discussed by each grade level which included our specialists and documented.

May 5,2017

During the early release faculty meeting we discuss our goals documented in our SIP. The faculty felt that we have not reached those goals and should continue 2016-2017 goals for the 2017-2018 school year.

#### 2016-2017 Goals

1. Increase performance of Special Education students on all assessment.
2. Increase performance of LEP students on all assessments by 15%
3. Implement a campus-wide Writing structure to be utilized in Kinder through Fifth grade to increase student performance by 5%.
4. Increase opportunities for parental involvement by hosting Family Academic Nights, PTA Performances, Grade 3-5 STAAR Nights, and other school wide events for all students and parents for the 2016-2017 school year by 15%.

May 11,2017 SIP Goals were reviewed during SAT Committee meeting.

July 27, 2017 Information from Data Day:

Adjustments to our activities would be made once we receive STAAR and other data. During our August 2017 data meeting results from 3rd, 4th, and 5th grade STAAR data will be reviewed. Goal 1,2,and 3 will be reviewed to see what adjusts are needed based on new data.

**Data and Campus Practices Review**

Every organization has factors that are critical to its success. These critical success factors (CSFs) help the organization thrive by helping stakeholders focus on the organization’s priorities. They are research-based and are key elements for implementing improvement efforts.

Select all data and campus practices reviewed in the needs assessment (Title I Schoolwide Component 1). Multiple selections are allowed. Then document your findings in the textbox provided. Findings should include statements of fact about the data or the practice.

<b>CSF 1: Academic Performance</b>	
Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.	
<input checked="" type="checkbox"/> STAAR/EOC/TAKS	
<input checked="" type="checkbox"/> Regression graphs	
<input checked="" type="checkbox"/> Student demographics	
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE	
<input checked="" type="checkbox"/> TELPAS	
<input checked="" type="checkbox"/> Promotion/retention (Elementary)	
<input type="checkbox"/> Failure rates (Secondary)	
<input type="checkbox"/> Completion and graduation rates (High School)	
<input type="checkbox"/> SAT/ACT (High School)	
<input type="checkbox"/> AP (High School)	
<input type="checkbox"/> Other	
Findings	* Continue to focus on STAAR scores in Reading, Math, Writing, and Science

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

<input checked="" type="checkbox"/> CDBs	
<input checked="" type="checkbox"/> Common Assessments	
<input type="checkbox"/> Other	
Findings	<ul style="list-style-type: none"> <li>* Administration and Specialists provide disaggregation information from CDB and Common Assessment results to teachers following each CDB and Common Assessment.</li> <li>* Data used to form targeted intervention groups before, during, and afterschool.</li> <li>* Schedule data review meetings on school wide calendar.</li> <li>* Need to plan a full day for grade level teachers to meet with Math and Literary specialists.</li> </ul>

**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	<ul style="list-style-type: none"> <li>* Administration will continue to meet with Team Leaders, Grade Level Teams, Specialists, eETI Committee, Parental Involvement Committee, School Advisory Team Committee to assist when making campus decisions and gain teacher and parent input to develop campus goals.</li> <li>* Continue campus staff development in the area of Writing and ways to increase rigor in all subjects. DI, rigor, Respectful Tasks, Depth and Complexity, Technology and Formative assessment.</li> <li>* Establish a eRTI process that is user friendly for all teachers.</li> </ul>
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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	<ul style="list-style-type: none"> <li>* Continue to use Bilingual/ESL Tutor</li> <li>* Continue day tutor for primary grades</li> <li>* Grade Level Teams/Collaborative schedules must follow master schedule.</li> </ul>
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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	<ul style="list-style-type: none"> <li>* Continue to offer a variety of family nights to increase parent involvement</li> <li>* Evaluations from family nights are positive and parents have requested additional nights.</li> <li>* Attendance at PTA varies depending on grade level performing. Good attendance at Pillars of Character Ceremonies/Talent Show/Open House/Art Showcase, Science Night, and Health Night.</li> <li>* Continue to use school messenger to assist to improve parent notification and participation at events.</li> </ul>
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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 checked="" type="checkbox"/> Teacher surveys	
<input checked="" type="checkbox"/> Parent surveys	
<input checked="" type="checkbox"/> Student surveys or panels	
<input checked="" type="checkbox"/> Discipline	
<input checked="" type="checkbox"/> Student attendance	
<input checked="" type="checkbox"/> Extra-curricular activities and clubs	
<input type="checkbox"/> Other	
Findings	* Discipline referrals have decreased. School wide discipline ticket will be used by teachers to assist in determining when an office referral is needed.

<b>CSF 7: Teacher Quality</b>	
Teacher Quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development. Evidence shows that low income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers.	
<input checked="" type="checkbox"/> Teacher attendance	
<input checked="" type="checkbox"/> Teacher experience and years on campus	
<input checked="" type="checkbox"/> Class size	
<input checked="" type="checkbox"/> Staff retention rates	
<input checked="" type="checkbox"/> Alignment of curriculum, instruction, assessment	
<input checked="" type="checkbox"/> Alignment of CDB scores and STAAR results	
<input checked="" type="checkbox"/> Effectiveness of planning and collaboration	
<input checked="" type="checkbox"/> Professional development experiences and requests	
<input type="checkbox"/> Other	
Findings	<p>* Teacher tenure on campus is high</p> <p>* One teacher moved to another state two teachers retired. We are adding an additional bilingual teacher to 1st grade and 5th grade</p> <p>* G/T, 3rd and 4th grade teacher retired. This will result in hiring new staff members. Teachers continue to assess students to improve student success, both formally and informally.</p> <p>* CDB scores are used as formative assessment.</p> <p>* Staff requested professional development in Writing.</p>

**Priority Needs**

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

Priority Need 1

Special Education students are not performing well on assessments.

CSF 1 Academic Performance

CSF 2 Use of Quality Data to Drive Instruction

Priority Need 2

LEP students are not performing well on assessments in the following content areas and grade levels:

3rd Grade Reading

4th Grade Reading

Math

Writing

5th Grade Reading

Science

CSF 1 Academic Performance

CSF 2 Use of Quality Data to Drive Instruction

Priority Need 3

Students are not performing well in Writing.

CSF 1 Academic Performance

Priority Need 4

Continue to provide opportunities to foster relationships between parents, community, and school NWC will strive to increase parent involvement in Academic Nights and school events in grades K-5

CSF 1 Academic Performance

CSF 5 Family and Community Engagement

**Campus: NORTHWEST CROSSING ES**

**School Improvement Plan Signatures**

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

**Date of SAT Meeting: 05/11/2017**

<b>SAT Member</b>	<b>Name</b>	<b>Signature</b>
Principal	Paul Moreno	
Parent Community Representative	Debbie Leal	
Staff Representative	Jose R Gonzalez	

**LIST SAT MEMBERS IN THE BLANKS BELOW**

<b>FULL NAME</b>	<b>POSITION</b>
Priscilla Siano	Administrator
Rebecca Salinas	Staff Member
Marnie Deluna	Staff Member
Joan Moore	Staff Member
Sherrie Oberg	Staff Member
Natalie Langill	Staff Member
Gabriel Alatorre	Staff Member
Nancy Wren	Parent
Susanne Bridges	Central Office Representative
Debbie Leal	Parent
Iris Cabrera	Parent
Natasha Lopez	Staff Member
Charlotte Forrest	Staff Member
Jose R. Gonzalez	Staff Member
Paul Moreno	Principal



**CAMPUS: NORTHWEST CROSSING ES**

**CAMPUS STAFF DEVELOPMENT PLAN 2017-2018**

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

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

**Staff Development to be Offered**

<b>Date</b>	<b>Alternate Date(s)</b>	<b>Title and Description or Teacher Choice</b>	<b>Staff Development Area</b>	<b>Audience</b>	<b>Targeted Student Group</b>	<b>Funding Source / Costs</b>	<b># of CPE Hours</b>
08/21/2017		A.M. Welcome Back, NWC Data Day/STAAR Performance and Progress Measures, and The Six Types of Parental Involvement PowerPoint. P.M. Specialists/Special Ed. pullout	Assessment	Staff	All	Local	6
08/22/2017		A.M. Crisis Plan, Discipline, 504, T-TESS Uploading & Smart Goals	Classroom Management	Staff	All	Local	6
08/23/2017		A.M. Convocation @ 8:00, First Day Procedures, Crisis Manuel, NWC Handbook	Instruction	Staff	All	Local	6
10/09/2017		1/2 Day Campus Staff Development PLC 1/2 Day District Staff Development Writing: A Focus on Revising and Editing Location Carson Eelementary	Instruction	Staff	All	Local	6
11/20/2017		Teacher Choice	Instruction	Staff	All	Local	6
11/21/2017	08/15/2017	Campus Retreat	Instruction	Staff	All	Local	6

02/19/2018		AM Campus Professional Development PLC PM T-TESS Goals/Grade Level Planning Special Areas will attend 1/2 day District PD	Collaboration	Staff	ALL	Local	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	75%	45%	79%	74%	76%	76%	44%	24%	78%
African-American	50%	38%	60%	62%	72%	92%	54%	23%	93%
Hispanic	74%	39%	76%	70%	74%	72%	41%	21%	75%
White	83%	68%	84%	84%	86%	97%	63%	38%	98%
Economically Disadvantaged	69%	36%	70%	66%	68%	75%	40%	17%	76%
Special Education	54%	37%	54%	44%	48%	59%	26%	13%	60%
At-Risk	51%	16%	61%	58%	58%	63%	25%	9%	64%
Limited English Proficient	47%	16%	57%	62%	63%	59%	27%	14%	60%
Asian	43%	43%	55%	89%	78%	75%	75%	50%	76%
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	91%	73%	91%	80%	87%	86%	57%	43%	88%

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	55%	23%	60%	64%	62%	58%	32%	5%	59%
African-American	50%	25%	65%	53%	56%	60%	20%	20%	60%
Hispanic	53%	22%	55%	60%	59%	55%	29%	4%	57%
White	64%	27%	60%	72%	73%	82%	45%	9%	83%
Economically Disadvantaged	44%	15%	55%	56%	52%	63%	30%	6%	64%

Special Education	26%	5%	36%	33%	32%	8%	8%	8%	8%
At-Risk	24%	0%	30%	44%	37%	38%	14%	5%	39%
Limited English Proficient	23%	0%	30%	54%	49%	35%	12%	6%	36%
Asian	100%	0%	100%	85%	72%	50%	50%	0%	50%
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	67%	33%	70%	70%	76%	67%	67%	0%	68%

**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	84%	51%	85%	79%	80%	81%	49%	22%	82%
African-American	63%	50%	65%	66%	72%	92%	77%	31%	93%
Hispanic	85%	48%	86%	77%	78%	80%	45%	20%	81%
White	83%	63%	84%	87%	88%	84%	56%	34%	85%
Economically Disadvantaged	82%	46%	83%	73%	73%	80%	45%	16%	81%
Special Education	74%	37%	76%	53%	56%	63%	33%	7%	65%
At-Risk	72%	28%	73%	67%	65%	70%	31%	10%	72%
Limited English Proficient	70%	41%	71%	73%	72%	70%	36%	12%	72%
Asian	67%	33%	68%	94%	86%	75%	75%	0%	75%
American Indian	N/A	N/A	N/A	78%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	80%	78%	N/A	N/A	N/A	N/A
Two or More	100%	73%	100%	82%	89%	100%	86%	43%	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	79%	47%	80%	73%	76%	85%	58%	22%	86%
African-American	N/A	N/A	N/A	59%	68%	100%	100%	40%	100%
Hispanic	77%	38%	78%	68%	73%	84%	53%	20%	85%
White	88%	71%	90%	84%	87%	90%	70%	20%	91%
Economically Disadvantaged	74%	39%	76%	65%	67%	84%	48%	18%	85%
Special Education	70%	40%	71%	44%	46%	67%	28%	6%	68%
At-Risk	62%	23%	64%	56%	59%	75%	34%	6%	76%
Limited English Proficient	38%	8%	41%	57%	58%	69%	23%	0%	70%
Asian	50%	50%	51%	89%	75%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	N/A	73%	60%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	93%	N/A	N/A	N/A	N/A
Two or More	100%	100%	100%	81%	86%	100%	100%	50%	100%

## ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	95.7%	95.8%
African-American	95.4%	95.8%	96%	96%
Hispanic	95.6%	95%	95.8%	95.9%
White	96%	95.8%	94.9%	95%
Economically Disadvantaged	95.4%	94.4%	95.7%	95.8%
Special Education	94.5%	93.9%	94.7%	94.8%
Limited English Proficient	96.4%	95.8%	96.3%	96.4%
Asian	97.8%	96.8%	97.9%	97.9%
American Indian	95.3%	95.2%	90.4%	90.5%
Hawaiian Pacific Islander	95.5%	96.1%	98.8%	98.8%
Two or More	95.9%	96%	97.3%	97.3%

## RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%		0.99%
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## 17-18 School Improvement Plan - Objectives and Activities

### Goal 1

Need : Special Education students are not performing well on assessments.

Goal : Increase performance of Special Education students on all assessments by 5%.

### Goal Details

Student Groups Impacted	All Students, African American, Asian, Special Education, At Risk, Eco-Dis, White, Hawaiian Pacific Islander, ELL, Migrant, Hispanic, 2 or More, American Indian
Funding Needed	Local, State Compensatory
Timeline for Implementation	August 2017-June 2018
November Progress Check	Continue: Motor Lab ( Kindergarten), Lexia, Math Group, Reading Group, TPRI, IRI. Met with Literacy Specialists, Math Specialists to note areas of strengths and areas of concern, discussed instructional strategies. PLC interventions for TEKS,PLC assessments and push in for additional support. Provided day tutoring (targeted TEKS) in the classroom. Reviewed IEP goals, accommodated/modified common assessments, iReady, guided reading, guided math, groups were formed from TEKS data.
March Progress Check	Continue: Motor Lab (Kindergarten Level), Lexia, Math groups, Reading groups, TPRI, and IRI. Met with Math and Literacy Specialists to review progress made and note areas that still continue to be a struggle for certain students. Met to discuss results of assessments by TEKS and formed new groups for tutoring. Targeted math intervention for 30 minutes (Monday-Thursday). Mock STARR, CDB's administered in January 2018. Day tutoring provide by 2 day tutors.
June Progress Check	Continue: With Reading Groups, Lexia and Day Tutor for Reading and Math, I-Ready, Mock STAAR, CDB's, Prodigy, Enrichment, Math Interventions, Push in for Science. Met with specialists to discuss progress made and to adjust support based on data.

Activity 1

Activity	Form targeted guided reading and math groups based on IEP goals and student need identified through; common assessments, CDB data, STAAR data, TPRI, IRI data, and IEP data.
Person Responsible	Administrators Literacy Specialists Math Specialists Language Support Teacher Classroom Teachers Special Education Teachers
Monitoring Measures	Sign-In Sheets Staff Development Lesson Planning Walk-Thoughts Assessment Data-Common Assessment CBD Results STAAR Results IRI Levels Genre-post a revised 9 week rubric grade writing to be turned in
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, 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 2

Activity	Small group intervention groups will be provided either before, during, or afterschool targeting students needed additional intervention strategies. Interventions make include, but are not limited to Lexia, I-ready ,LLI, Herman, Motivation Reading and Math, and STAAR masters.
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Person Responsible	Administrators Literacy Specialists Math Specialists Language Support Teacher Classroom Teachers Special Education Teachers Students
Monitoring Measures	Assessment Data Data Review with Grade Level Teams, Administration, and Specialists Walk-Throughs eRTI NEAR Data Progress Reports IEP Progress Reports
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 8, SWC 9
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 3

Activity	Grade level teams will meet with Administration, Literacy & Math Specialists following each CDB to disaggregate data, note areas of strength and areas of concern, discuss instructional strategies, form new instructional groups based on need and plan for remediation and/or enrichment. Teachers will review student growth based on IEP goals, intervention data, CDB's, common assessments, and grades at 3-4 week intervals.
Person Responsible	Administrators Specialists Classroom Teachers Special Education Teachers Students

Monitoring Measures	Teacher Observations Student Achievement Report Cards Team planning sign In sheets/Agendas Walk-through Progress Reports CDB Results Common Assessments
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, 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	
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 2**

**Need :** LEP students are not performing well on assessments in the following content areas and grade levels:  
 3rd Grade Reading  
 4th Grade Reading  
     Math  
     Writing  
 5th Grade Reading  
     Science

**Goal :** Increase performance of LEP and AT-Risk students on all assessments 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, Homeless
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Funding Needed	Local, State Compensatory
Timeline for Implementation	August 2017-June 2018
November Progress Check	Continue: Imagine Learning, Lexia, RAZ Kids, Bilingual Tutor, LST, iReady for Math and Reading, AVID, Prodigy-Math, Math Specialists push in and interventions. Day tutor, small group with classroom teacher and specialists and interventions.
March Progress Check	Continue: Motor Lab, Lexia, Imagine Learning, Prodigy, Language Support (LST) and Day tutor. Mock Writing, Reading and Math CDB's administered in January 2018. Day Tutor and small group pullouts in the areas of Writing, Math, and Reading.
June Progress Check	Continue: Lexia, Imagine Learning, Day Tutor and small group pullouts in the areas of Writing, Math, and Reading. After School Tutoring, Bilingual Tutor, LST, Google Classroom, Brain Pop, PLC TEK Targeted ( 30 min) Monday-Thursday, Math Specilists push in and interventions.

#### Activity 1

Activity	Teachers will utilize technology to create interactive technology lessons and/or projects. Students will utilize technology programs such as Imagine Learning, Edmodo, Iready, Istation, Think Through Math, Lexia, FFAST Math, Photo Story, QR codes, Destination Math to help support grade level curriculum.
Person Responsible	Administrators Math Specialist Literacy Specialists Teachers Librarian LST Students
Monitoring Measures	Report Cards Progress Report Teacher Observations Walk-Throughs Projects
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 8, SWC 9
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	
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Activity 2

Activity	Small group intervention groups will be provided either before, during, or after school targeting students needing additional ESL intervention strategies.
Person Responsible	Administration Math Specialist Literacy Specialists Teachers Librarian LST Students
Monitoring Measures	Report Cards Progress Report Teacher Observations Walk-Throughs Projects TELPAS Results
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 8, SWC 9
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 3

Need : Students are not performing well in Writing.

Goal : System Safeguards: Target a campus-wide Writing structure, Kinder through Fifth grade to increase student performance by 3%. With a focus on ELL student population.

### 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, Homeless
Funding Needed	Local, State Compensatory
Timeline for Implementation	August 2017-June 2018
November Progress Check	Continue: Campus wide writing intervention from 8:00-8:30 each day(M-TH). Sam Hoffman writing training 3rd and 4th grade September 13,2017. Grammar Matters Training, campus wide quick writes, writing imitative sample display. Previous taught teachers are implementing the writers workshop as taught by Sam Hoffman.
March Progress Check	Continue: Writing interventions 30 minutes daily (Monday-Thursday). Sam Hoffman staff development for 3rd and 4th grade February 2018. Writing day tutor, campus wide quick writes, writing imitative sample display and writers workshop. Writing adoption for district 2018-2019, KUDs Videos for Writing. Writing initiative home/school connection.

June Progress Check	Continue: Writing interventions 30 minutes daily (Monday-Thursday). Home school connection, writer's workshop, publishing class book with Student Treasures. KUDs Videos for Writing. Writing motivation post its (targeted writing feed-back). Quick writes, writers notebook (workshop), Guided reading, Implemented Grammar Matters.
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Activity 1

Activity	Literacy Specialists will provide ongoing staff development on ELA TEKS. Campus wide four days a week 30 minute Writing intervention.
Person Responsible	Administration Literacy Specialists LST General Education Teachers Special Education Teachers
Monitoring Measures	6 week classroom created Writing rubric turned in and reviewed by each teacher grades K-5. Common Assessments CDB results
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, 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	Depending on campus funding, utilize presenter Sam Hoffman, to provide professional development for 4-5 grade on modeling lessons, reviewing and critiquing of teacher lessons, and identify opportunities for teacher growth. If funds are available, following session for grade K-3 in fall of 2017.
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Person Responsible	Administration Literacy Specialists LST Classroom Teachers Special Education Teachers Professional Presenter
Monitoring Measures	Assessment Data Date Review with Grade Level Teams Walk-Throughs Lesson Plans
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 4, 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 3

Activity	All students will be exposed to quality questioning and respectful tasks within the regular curriculum and enrichment groups: Writing, Math, Science, and Social Studies.
Person Responsible	Administration Literacy & Math Specialists LST Classroom Teachers Special Education Teachers Professional Presenter
Monitoring Measures	Observations Student Achievement Lesson Plans
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 9

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	NWC will provide targeted professional development during Staff Development Days and Faculty Meetings. Teachers will be given planning time to meet with grade level teams and specialists to focus on targeted interventions.
Person Responsible	Administration Specialists Teachers Campus Leadership Team
Monitoring Measures	Implementation of Staff Development Strategies Participate in grade level sessions Lesson Plans Walk-throughs
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 4
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

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Activity	Administration and Team Leaders will develop campus based interview questions, interview candidates, discuss the merits of each candidate and then reach consensus on the top two candidates that the team feels will work best for NWC. We have data that shows an area of opportunity in the area of Writing, we will ask the candidate to produce a writing sample that will be reviewed.
Person Responsible	Administration Specialists Teachers Team Leaders
Monitoring Measures	Recommendation of Highly Qualified Candidates Writing Sample
Title 1 Fund	Yes
Title 1 Campuses	SWC 3, SWC 5, SWC 10
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 4

**Need :** Continue to provide opportunities to foster relationships between parents, community, and school NWC will strive to increase parent involvement in Academic Nights and school events in grades K-5

**Goal :** Increase opportunities for parental involvement by hosting Family Academic Nights, PTA Performances, Grades 3-5 STAAR Nights, and other school wide events for all students and parents for the 2017-2018 school year by 15%

#### 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, Homeless
Funding Needed	Local, State Compensatory

Timeline for Implementation	August 2017-June2018
November Progress Check	Meet the Teacher and Parent Orientation 8/25/17,BOO HOO Breakfast 8/28/17, PTA Volunteer Breakfast 9/7/17, Grandparents Raising Grand Children 9/8/17, Grandparent Breakfast 9/8/17, Parent and Family Engagement Meeting 9/12/17, SAT Meeting 9/14/17, ALPHA Meeting 9/14/17,GT Awareness 9/14/17, Destination Imagination Interest Celebration 9/28/17,NWC PTA Meeting 10/11/17, NWC Carnival 10/21/17,Bike Rodeo 10/18/17,Painting with a Twist 10/18/17, Little Cardinal Reading Club 10/18/17, Pillars Assembly 10/31/17,PTA/STAAR Night 11/7/17, Veteran's Day Celebration 11/10/17
March Progress Check	Little Cardinal Reading Club 11-15-17,12-13-17,01-24-18, and 02-14-18. Pre-K after school parent training.Holiday Concert Christmas Sing a Long 12-12-17. Winter Party 12-20-17. Family Academic Night 01-09-18. Career Day 01-26-18. PTA/Science Night 02-06-18. Breakfast with Dad 02-09-18. Pillars of Character Ceremony held on 2-22-18. Open House/Art Night held on 3-7-18. Field Day 3-9-2018.
June Progress Check	PTA/Bond Presentation and Bingo Night 4-10-2018, Fiesta Parties 4-26-2018, Family Dance 4-26-2018,Pillars Assembly 5-2-2018, SAT & PFE Committee Meeting, Volunteer Breakfast 5-4-2018,PTA Meeting Kinder Performance 5-8-2018, MOM Breakfast 5-11-2018.

#### Activity 1

Activity	NWC will host Reading, Math, Science, and Writing Nights for students and parents. Students and parents will participate in other school wide events such as Parent Orientation, Open House, Art Show, Bike Rodeo, Internet Safety, School Carnival, Talent Show, Little Cardinal Reading Club, Dream Board Night, Career Day, Veterans Day Celebration, Science Family Night, Fly up to 5th Grade,PTA Health and Wellness Fair, STAAR Night at the beginning of the year,and bring your Mom/Dad/Grandparent meal
Person Responsible	Administration Math and Literacy Specialists LST Teachers Counselors Librarian PTA Members Facilitators Community
Monitoring Measures	Parent Surveys Sign in Sheets Evaluation forms following academic events RAPTOR reports
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 6, SWC 7, SWC 8

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 2

Activity	<p>Parent surveys will be distributed at the beginning of the year to solicit the type of parent activities that they most value and would participate in.</p> <p>Evaluation forms will be provided after all family night events.</p> <p>We will continue to communicate through School Messenger call outs, Principal Bulletin, Grade Level Newsletter, PTA Newsletter, Web Page, Marquee, email, parent conferences and phone calls.</p>
Person Responsible	<p>Administration</p> <p>Counselors</p> <p>Teachers</p> <p>Specialists</p> <p>LST</p> <p>PTA Board Members</p>
Monitoring Measures	<p>Sign In Sheets</p> <p>Surveys</p> <p>Evaluations</p>
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 6, SWC 8
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	<p>Students will learn to use Kelso's Choices, Six Pillars of Characters and the Seven Habits of Happy Kids to guide them in conflict resolutions, help them to be respectful and responsible, and to reinforce positive behavior.</p> <p>Continue to hold Six Pillars of Character Student Recognition Ceremonies each 9 weeks.</p> <p>Positive phone calls will be used to reinforce positive behaviors and academic celebrations.</p>
Person Responsible	<p>Administrators Counselors All Staff Students</p>
Monitoring Measures	<p>Sign in Sheets Number of Positive phone calls</p>
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 6
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

Activity	<p>NWC will communicate campus safety procedures to all parents in Principal's Welcome Back Newsletter, during Parent Orientation and as necessary throughout the school year.</p> <p>Use Raptor System to monitor visitors who enter the building from 7:45 am-2:55 pm.</p> <p>Invite Law Enforcement for Career Day Speakers.</p>
Person Responsible	<p>Administrators All Staff Parents</p>
Monitoring Measures	<p>Parent Corporation Raptor Repots SAT Minutes</p>
Title 1 Fund	Yes

Title 1 Campuses	SWC 2, SWC 6
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 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 : NWC will promote healthy lifestyles for all students, parents, staff and community members.

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, Homeless
Funding Needed	Local
Timeline for Implementation	August 2017-June 2018
November Progress Check	Continue: Vision and Hearing Check, PE fitness test, Bike Rodeo, extra minutes for PE.
March Progress Check	Continue: PE Fitness Test, Hero's for Health on 03-08-18, Field Day 03-09-18, and extra minutes for PE.
June Progress Check	Continue: PE Fitness Test, and extra minutes for PE.

#### Activity 1

Activity	All students participate in State required physical education classes. Students receive weekly nutrition and health lessons during PE classes. Health and Wellness representative will provide information to staff throughout the year. Go Noodle online fitness Program. Health Fair and Walk-A-Thon occur each year. Vision/Hearing checks and other preventive health care provided by school nurse (varies by grade level and year).
Person Responsible	Administrators All Staff Students Wellness Representative PE Teacher Nurse
Monitoring Measures	Program Participation PE Teacher Lesson Plans Information shared by Wellness Representative GO Noodle Data sheet Fitness Gram data Nurse Data Attendance Records
Title 1 Fund	Yes
Title 1 Campuses	SWC 3
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	