



NORTHSIDE
SCHOOL



INDEPENDENT
DISTRICT



SCHOOL IMPROVEMENT PLAN

RHODES ELEMENTARY SCHOOL

2017-2018

OUR MISSION

Frances M. Rhodes Elementary School is dedicated to creating an environment in which students, staff and community members demonstrate mutual respect and a positive attitude toward education through collaboration. Frances M. Rhodes Elementary School with support of staff, parents and community members will provide our students with a strong educational foundation for life long learning.

RHODES ES

Needs Assessment 2017-2018

Process

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

On March 3, 2017, the Administration met with and led the faculty in the SWOT protocol on current goals of the 2015-2016 School Improvement goals. The staff was grouped into vertical teams and the strengths, weaknesses of the current goals were discussed. Groups also discussed the progress made of each goal and determined whether we need to continue our work within each goal. The groups then performed a gallery walk of each goal and noted findings.

The Administration met with the SAT and the Parental Involvement Committee and shared the results of the SWOT activity with the committees.

April 25, 2017 the SIP committee met and reviewed and discussed the results of the SWOT activity that took place in March and determined goals for the 2017-2018 school year.

On May 22, 2017 the administration along with the school improvement committee met with the team leaders to review the results of the swot. The Leadership team participated in a Root Cause activity to determine activities for the goal for the 2017-2018 school year. After reviewing, we were able to narrow down priority goals and needs of the campus. Our work in School Improvement will continue throughout the year.

Data and Campus Practices Review

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

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

CSF 1: Academic Performance	
Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.	
<input checked="" type="checkbox"/> STAAR/EOC/TAKS	
<input checked="" type="checkbox"/> Regression graphs	
<input checked="" type="checkbox"/> Student demographics	
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE	
<input checked="" type="checkbox"/> TELPAS	
<input checked="" type="checkbox"/> Promotion/retention (Elementary)	
<input type="checkbox"/> Failure rates (Secondary)	
<input type="checkbox"/> Completion and graduation rates (High School)	
<input type="checkbox"/> SAT/ACT (High School)	
<input type="checkbox"/> AP (High School)	
<input type="checkbox"/> Other	
Findings	<ul style="list-style-type: none"> -Placement/retention rates in grade 1 -Mobility rate at Rhodes is 40% -Interventions for all students need to be monitored closely -Collaborative teaching model needs to be continuously reviewed -2017 Reading scores for all students-3rd grade and 4th grade -2017 4th Writing score

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

<input checked="" type="checkbox"/> Discipline		
<input checked="" type="checkbox"/> Grades		
<input checked="" type="checkbox"/> CDBs		
<input checked="" type="checkbox"/> Common Assessments		
<input type="checkbox"/> Other		
<table border="1"> <tr> <td style="width: 15%;">Findings</td> <td> <ul style="list-style-type: none"> -limited knowledge of data analysis to drive instruction and provide remediation and intervention. -data disaggregation conducted by specialists -limited data reviews -High absence rate -daily attendance is reviewed -quarterly attendance is reviewed and rewarded -discipline matrix implemented and needs to be reviewed continuously throughout the year -School wide intervention time needs to be consistent and monitored -Common Assessments lacking </td> </tr> </table>	Findings	<ul style="list-style-type: none"> -limited knowledge of data analysis to drive instruction and provide remediation and intervention. -data disaggregation conducted by specialists -limited data reviews -High absence rate -daily attendance is reviewed -quarterly attendance is reviewed and rewarded -discipline matrix implemented and needs to be reviewed continuously throughout the year -School wide intervention time needs to be consistent and monitored -Common Assessments lacking
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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.			
<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			
<table border="1"> <tr> <td style="width: 15%;">Findings</td> <td> <ul style="list-style-type: none"> -Campus staff development targeted reading and math interventions -School events are communicated through school messenger, Remind and Twitter -Administration attends team planning inconsistently -Administration meets with teams monthly to review RTI and student data -Master Calendar available through google and posted in hallways -Increase in Administration walk throughs both formally and informally -Teacher performance monitored </td> </tr> </table>	Findings	<ul style="list-style-type: none"> -Campus staff development targeted reading and math interventions -School events are communicated through school messenger, Remind and Twitter -Administration attends team planning inconsistently -Administration meets with teams monthly to review RTI and student data -Master Calendar available through google and posted in hallways -Increase in Administration walk throughs both formally and informally -Teacher performance monitored 	
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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"> -Minimal progress data collected to evaluate intervention effectiveness -Will continue to increase programs available to K-2 -continue to monitor RTI data -More involvement needed with campus specialists -Students who are struggling and cannot attend after school tutoring are tutored during the day. -Additional daytime tutors hired in the area of Math -Special Education students are given the opportunity to utilize IReady before school 4 days a week for 30 minutes -Computer lab open before school for math tutoring -School-wide intervention time implemented -Increase in Technology usage
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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"> -High Attendance at Social Events (Spring Fling) -School Messenger and Remind is utilized to inform parents of activities and school events. -Student Council sponsors a food drive, Toy Drive and Humane Society Drive -Giving Tree provides school supplies and toys for students in need with the community. -Academic Family Nights conducted throughout the year -Grandparents Breakfast, Volunteer Breakfast, Bike Rodeo, Field Day, brings high attendance of parent involvement. -Provided more parent education classes this year (HEB Literacy, Effective Discipline, Homework Help, Grandparent Education) -Cafecitos sponsored by Counselors focusing on reading, math and middle school transition
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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.

- Teacher surveys
- Parent surveys
- Student surveys or panels
- Discipline
- Student attendance
- Extra-curricular activities and clubs
- Other

Findings	<ul style="list-style-type: none"> -Teacher surveys conducted yearly -Parent surveys conducted yearly -perfect attendance rewards and incentives handed out weekly -There is a desire for continuous parent education programs/classes -PBIS implemented to assist with discipline referrals -Common areas of hallway and cafeteria addressed.
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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.

- Teacher attendance
- Teacher experience and years on campus
- Class size
- Staff retention rates
- Alignment of curriculum, instruction, assessment
- 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	<ul style="list-style-type: none"> -Low turn-over rate of staff -Campus professional development will continue to focus on reading, math, writing and ERTI interventions and alignment. -Technology integration professional development will continue -Classroom teachers utilize two 1/2 day curriculum planning sessions. One in the fall and one in the Spring -Summer team planning K-5

Priority Needs

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

Priority Need 1

The campus is in need of continued support with the RTI process and monitoring of student interventions. The monitoring of student progress is inconsistent.

- CSF 1 Academic Performance
- CSF 2 Use of Quality Data to Drive Instruction
- CSF 3 Leadership Effectiveness
- CSF 4 Increased Learning Time
- CSF 6 School Climate
- CSF 7 Teacher Quality

Priority Need 2

STAAR scores of 63% in writing indicate a need for a school-wide writing intervention plan.

- CSF 1 Academic Performance
- CSF 2 Use of Quality Data to Drive Instruction
- CSF 3 Leadership Effectiveness
- CSF 4 Increased Learning Time
- CSF 6 School Climate
- CSF 7 Teacher Quality

Priority Need 3

STAAR scores of 66% in 3rd grade reading and 70% in 4th grade reading indicate a need for a school-wide guided reading plan.

- CSF 1 Academic Performance
- CSF 2 Use of Quality Data to Drive Instruction
- CSF 3 Leadership Effectiveness
- CSF 4 Increased Learning Time
- CSF 5 Family and Community Engagement
- CSF 6 School Climate
- CSF 7 Teacher Quality

Priority Need 4

The campus needs to continue to monitor the school-wide discipline plan and continue with the implementation of PBIS. We need to reduce the number of incidents in common areas.

CSF 1 Academic Performance
CSF 3 Leadership Effectiveness
CSF 4 Increased Learning Time
CSF 6 School Climate

Priority Need 5

Although there was an increase in STAAR scores in the area of math, improvement is still needed.

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

Campus: RHODES ES

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 05/24/2017

SAT Member	Name	Signature
Principal	Vicki Kilpatrick	
Parent Community Representative	Christopher Callanen	
Staff Representative	Heidi Helgeson	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Debbie Connor	Administrator
Genna Brendler	Staff Member
Michelle Guzman	Staff Member
Kathleen Herrera	Staff Member
Leah Little	Staff Member
Bryan Loyd	Staff Member
Melissa Monaghan	Staff Member
Margaret Munoz	Staff Member
Derek Abney	Parent
Christopher Callanen	Parent
Frank Cerda	Business Representative
Kathy Oertel	Community Member
Mary Woolsey	Parent
Margaret Munoz	Staff Member
Derek Abney	Parent
Christopher Callanen	Parent
Frank Cerda	Business Representative
Kathy Oertel	Community Member

Mary Woolsey	Parent

CAMPUS: RHODES 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	08/22/2017	Welcome, Team Building, gradebook (1-5) Quality Questioning Part 1-PM	Instruction	All Staff	All Students	Title I,State Compensatory,Local	6
08/22/2017	08/23/2017	Convocation (8:00,-AM 1st Day Procedures, Rhodes Tech Expo-PM	Technology Integration	All Staff	All Students	Title I,State Compensatory,Local	6
08/23/2017	08/24/2017	Reading, math, PBIS, Admin rotation-AM PLC, Data Review-PM	Curriculum	ALL Staff	All Students	Title I,State Compensatory	6
10/09/2017		Quality Questioning-part 2/District Pull-Out	Instruction	All Staff	All Students	Title I,State Compensatory,Local	6
11/20/2017		Teacher Choice	Curriculum	All Staff	All students	Local,Other	6
11/21/2017		Teacher Choice	Curriculum	All staff	All students	Local,Other	6
02/19/2018		District Pull-Out/PLC	Curriculum	All Staff	All Students	Title I,Local	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	79%	40%	83%	74%	76%	75%	36%	21%	77%
African-American	70%	33%	74%	62%	72%	78%	33%	22%	80%
Hispanic	78%	36%	82%	70%	74%	71%	35%	19%	73%
White	85%	56%	88%	84%	86%	81%	37%	26%	83%
Economically Disadvantaged	73%	35%	76%	66%	68%	67%	28%	15%	68%
Special Education	39%	24%	60%	44%	48%	37%	10%	7%	39%
At-Risk	61%	18%	64%	58%	58%	56%	15%	8%	58%
Limited English Proficient	90%	40%	94%	62%	63%	67%	22%	0%	69%
Asian	100%	58%	100%	89%	78%	86%	43%	29%	88%
American Indian	100%	100%	100%	73%	58%	100%	100%	50%	100%
Hawaiian Pacific Islander	50%	50%	53%	75%	71%	100%	100%	0%	100%
Two or More	100%	60%	100%	80%	87%	100%	33%	0%	100%

WRITING (4)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	67%	30%	70%	64%	62%	63%	26%	6%	65%
African-American	53%	27%	56%	53%	56%	75%	25%	25%	77%
Hispanic	71%	31%	75%	60%	59%	54%	18%	3%	56%
White	60%	33%	63%	72%	73%	84%	53%	16%	86%
Economically Disadvantaged	59%	20%	62%	56%	52%	56%	19%	3%	58%

Special Education	29%	0%	50%	33%	32%	14%	7%	0%	16%
At-Risk	44%	8%	50%	44%	37%	36%	8%	3%	38%
Limited English Proficient	50%	0%	53%	54%	49%	0%	0%	0%	50%
Asian	100%	33%	100%	85%	72%	100%	50%	0%	100%
American Indian	N/A	N/A	N/A	61%	71%	100%	100%	0%	100%
Hawaiian Pacific Islander	N/A	N/A	N/A	67%	50%	100%	0%	0%	100%
Two or More	50%	0%	53%	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	78%	35%	82%	79%	80%	83%	47%	22%	85%
African-American	79%	32%	83%	66%	72%	81%	41%	15%	83%
Hispanic	74%	29%	78%	77%	78%	79%	43%	17%	81%
White	85%	54%	89%	87%	88%	93%	63%	35%	95%
Economically Disadvantaged	72%	30%	76%	73%	73%	79%	39%	15%	81%
Special Education	52%	21%	55%	53%	56%	45%	23%	10%	47%
At-Risk	60%	18%	64%	67%	65%	72%	24%	7%	74%
Limited English Proficient	80%	40%	84%	73%	72%	78%	22%	11%	80%
Asian	100%	67%	100%	94%	86%	100%	43%	43%	100%
American Indian	100%	100%	100%	78%	77%	100%	100%	50%	100%
Hawaiian Pacific Islander	100%	50%	100%	80%	78%	100%	100%	100%	100%
Two or More	100%	40%	100%	82%	89%	100%	33%	33%	100%

SCIENCE (Grade 5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	

All Students	78%	40%	82%	73%	76%	78%	35%	11%	80%
African-American	60%	40%	63%	59%	68%	77%	15%	8%	79%
Hispanic	75%	34%	77%	68%	73%	77%	40%	13%	79%
White	100%	71%	100%	84%	87%	88%	35%	12%	90%
Economically Disadvantaged	73%	39%	77%	65%	67%	70%	28%	8%	72%
Special Education	54%	38%	57%	44%	46%	60%	20%	0%	62%
At-Risk	64%	24%	67%	56%	59%	64%	14%	6%	66%
Limited English Proficient	100%	100%	100%	57%	58%	75%	50%	0%	77%
Asian	100%	83%	100%	89%	75%	50%	25%	0%	52%
American Indian	N/A	N/A	N/A	73%	60%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	0%	0%	50%	75%	93%	N/A	N/A	N/A	N/A
Two or More	100%	0%	100%	81%	86%	100%	100%	0%	100%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	95.4%	95.6%
African-American	95.4%	95.8%	96.9%	97%
Hispanic	95.6%	95%	94.9%	95%
White	96%	95.8%	95.9%	96%
Economically Disadvantaged	95.4%	94.4%	94.8%	95%
Special Education	94.5%	93.9%	94.5%	94.9%
Limited English Proficient	96.4%	95.8%	96.4%	96.9%
Asian	97.8%	96.8%	96.8%	97%
American Indian	95.3%	95.2%	96.6%	97%
Hawaiian Pacific Islander	95.5%	96.1%	94%	95%
Two or More	95.9%	96%	97.2%	97.5%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	2.3%	2%
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17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : The campus is in need of continued support with the RTI process and monitoring of student interventions. The monitoring of student progress is inconsistent.

Goal : Increase student achievement in math and reading by ensuring the efficiency and effectiveness of school-wide interventions. (Missed 2016 federal safeguards-all eligible student groups for reading and math STAAR)

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	August 2017-May 2018
November Progress Check	<p>A data tracking sheet was created in September. The tracking sheet includes student reading, math levels, STAAR data and interventions and tracks progress.</p> <p>November 13, 2017 Administration and counselors met with grade levels to track student progress, evaluate interventions, review RTI. Changes were made on placement of interventions if needed.</p> <p>A school-wide morning intervention time was built into the schedule and will continue to be monitored.</p>
March Progress Check	<p>Following CDB administration in January, the Administration team and specialists met with grade levels 2,3,4,5 to review student data, make adjustments to interventions and review RTI. The dates of the reviews were Jan. 12, Jan 17, Jan. 29th.</p> <p>Morning intervention time continues to be monitored. Open Court was purchased and added as an intervention for Kinder students.</p>

June Progress Check	On March 7th, the Administration Team met with teams to review student data, make adjustments to interventions, and to review RTI data. On March 28th, administration met with teams to review the results of the reading/math mock STAAR results. On March 29th, all grade level teams met with the math specialist to review student data. During the last week in May, the counselors met with individual teachers to review the tier information for their classes and archived their RTI information for the 2017/18 school year.
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Activity 1

Activity	-Administration will conduct monthly check -Review interventions monthly to ensure progress is being made-make adjustments as needed -Provide staff development on current, appropriate and available interventions
Person Responsible	Administration Classroom Teachers Literacy Specialists Math Specialist LSSP Counselors
Monitoring Measures	Administration will set clear expectations and attend planning sessions. Lesson plans Monthly Admin meetings
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 8
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	-The Leadership Team will collaborate with Admin to develop a data spreadsheet K-5 to assist in monitoring the progress of all students. -Spreadsheet will be updated weekly by classroom teacher
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Person Responsible	Administration Leadership Team Classroom Teachers Literacy Specialists Math Specialists Counselors LSSP
Monitoring Measures	Monthly meetings with Administration.
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 3

Activity	Provide time for classroom teachers to input data and collaborate with specialist regarding progress monitoring on Mondays with the RTI team available for support. Assistance to input and collaborate student data can be scheduled during planning time with Specialists.
Person Responsible	Admin Literacy Specialist Math Specialist Counselors Classroom Teachers RTI Team
Monitoring Measures	Monthly meetings with classroom teachers
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, 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	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
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 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 : STAAR scores of 63% in writing indicate a need for a school-wide writing intervention plan.

Goal : Rhodes Elementary staff will implement Writer's Workshop with fidelity at all grade levels.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, State Compensatory
Timeline for Implementation	August 2017-May 2018
November Progress Check	<p>Literacy Specialists planning/staff development with classroom teachers took place on: Spetember 28, October 19, November 9. Literacy specialists reviewed the NISD writing rubric and guided teachers through scoring a piece of writing using the rubric.</p> <p>Created a campus wide writing wall- Great writing from every classroom is displayed in the hallways.</p>
March Progress Check	<p>January 30th, author Jeff Anderson visited Rhodes and modeled writers workshop lessons for our 4th grade teachers.</p> <p>February/March-Literacy specialists collected writing samples from each classroom for the writing wall.</p> <p>Literacy Specialists met with teams Dec. 7th, Feb. 15th, March 29th to review writing strategies.</p> <p>Literacy Specialists began pushing into the classroom to model writers workshop in two 4th grade classrooms.</p>

June Progress Check	The 4th grade teachers met with Jeff Anderson in May and he revisited modeling writers workshop. The leadership team met on June 4th to review student data. On this date, the literacy specialists discussed revisions to the writing curriculum for the upcoming year. The 4th grade writing scores were released on June 13th. The scores were 62%.
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Activity 1

Activity	To enhance classroom instruction and student achievement, the Literacy Specialists will provide modeling in classrooms and continuous staff development. Develop Writing PLC-where discussion of ongoing student achievement, staff development are discussed.
Person Responsible	Admin. Literacy Specialists Classroom Teachers
Monitoring Measures	walkthroughs monitor lesson plans Frequency of modeling by specialists
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 2

Activity	To enhance student achievement in the area of writing, teachers will consistently and with fidelity utilize NISD writing rubrics.
Person Responsible	Admin Literacy Specialists Classroom Teachers
Monitoring Measures	Walkthroughs Monitor Lesson Plans Review rubric data

Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 8, SWC 9
Promote Community Involvement	Objective 4. Expand comprehensive programs and partnership opportunities that foster classroom innovation that encourages educators to continually enhance student learning.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Design and implement consistent school-wide editing marks and vocabulary.
Person Responsible	Admin Literacy Specialists Classroom Teachers
Monitoring Measures	Walk throughs Lesson Plans Team meetings
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 6, 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 4

Activity	Teachers will participate in learning walks once in the fall and and once in the spring semesters.
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Person Responsible	Admin Literacy Leaders Classroom Teachers
Monitoring Measures	Lesson plans Walk Throughs Team meetings
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	
Hire, Develop, and Retain Quality Staff	Objective 3. Develop a framework for identifying, nurturing, and developing leaders across the District.
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 : STAAR scores of 66% in 3rd grade reading and 70% in 4th grade reading indicate a need for a school-wide guided reading plan.

Goal : Focus School Goal: The percentage of economically disadvantaged students in 3rd, 4th, 5th grade scoring at the approaches level standard in reading will increase from 68% to 69% as measured by the 2017-2018 STAAR (Missed 2016 federal safeguards-all eligible student groups for reading and math STAAR)

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, State Compensatory
Timeline for Implementation	August 2017-May 2018
November Progress Check	<p>Guided reading is observed through walk-throughs and formal observations.</p> <p>Additional certified daytime tutors have been hired. Currently, daytime tutors are working with students kinder through 5th grade using guided reading methods with a focus on comprehension and fluency.</p> <p>Additional funds from Focus School Grant have been used to hire a certified, daytime tutor to focus on Eco. Dis sub. pop.</p> <p>NFL night (Night of Family Learning) took place on October 25th. 40 families attended. Literacy Specialists guided parents through tips and techniques to use at home and grade level teachers shared activities for parents to do at home with their students.</p>
March Progress Check	<p>Guided reading continues to be monitored through formal observations and informal walk-throughs.</p> <p>Day time tutors continue to work with students in the area of reading with a focus on comprehension and fluency. Day-tutor groups are flexible and adjustments are made as needed. Day-tutor funded through Focus School Grant</p> <p>Morning intervention continues Monday-Friday with a focus on reading.</p> <p>Lucy Caulkins kits purchased with focus school grant monies for 3-5 teachers.</p>

June Progress Check	<p>Guided reading continues to be monitored through formal observations and informal walk-throughs.</p> <p>Day time tutors continue to work with students in the area of reading with a focus on comprehension and fluency. Day-tutor groups are flexible and adjustments are made as needed. Day-tutor funded through Focus School Grant.</p> <p>On March 28th, administration met with 3rd, 4th, and 5th grades to discuss mock STAAR results.</p> <p>Morning intervention continues Monday-Friday with a focus on reading.</p> <p>STAAR scores for reading were released on June 13th.</p> <p>The scores were: 3rd Grade-71% 4th Grade-72% 5th Grade-69%</p>
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Activity 1

Activity	<p>Classroom teachers will effectively use Guided Reading and small group instruction with fidelity to meet the individual needs of each student ranging from enrichment to remediation.</p> <p>Additional funds will be used for family and parent education nights.</p>
Person Responsible	Admin Literacy Specialists Classroom Teachers
Monitoring Measures	Lesson Plans Walk Throughs Formal Observation Team Meetings Planning with specialists PLC Meetings
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 6, 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	<p>To enhance classroom instruction and student achievement, the Literacy Specialists will provide modeling in the classrooms and continuous staff development.</p> <p>Modeling will begin in September with K-5.</p> <p>Literacy specialists will monitor and observe within the classroom and provide feedback.</p> <p>Additional funds will be allocated towards daytime reading tutors.</p>
Person Responsible	<p>Admin Literacy Specialists Classroom Teachers</p>
Monitoring Measures	<p>Walk throughs Frequency of modeling by specialists lesson planning disaggregation of assessment data eRTI monthly meetings</p>
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 1. Implement and evaluate a sound employment process for recruiting, screening, and hiring effective personnel.
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	<p>We will use Common Assessments and other diagnostic tools (TPRI, IRI, CDB, anecdotal notes, running records) to determine leveled/flexible groups for guided reading and morning intervention time to ensure continuous growth.</p>
Person Responsible	<p>Classroom Teachers Literacy Specialists Administration</p>

Monitoring Measures	Walk-throughs Formal Observations Lesson plans
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	
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	
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Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 4

Need : The campus needs to continue to monitor the school-wide discipline plan and continue with the implementation of PBIS. We need to reduce the number of incidents in common areas.

Goal : We will increase PBIS implementation from 67% to 75% fidelity (as measured by TFI). We will continue to monitor the number of discipline incidents in common areas with campus-wide discipline plan/procedures in place.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	August 2017-May 2018

November Progress Check	<p>We will continue to monitor the number of discipline incidents in the common areas. The PBIS team is focusing on dismissal for the fall.</p> <p>The team trained staff on specific vocabulary to use when passing out Dinero.</p> <p>In August, the PBIS coordinator met with the staff to discuss classroom management best practices.</p>
March Progress Check	<p>Data has shown a decrease in discipline incidents with the implementation of PBIS. The PBIS team has added morning arrival and recess as common areas to focus on in January.</p> <p>The PBIS team participated in showcase in February where they were able to display and showcase our roll-out of common areas, videos created for student behaviors, substitute plans and parent communication.</p>
June Progress Check	<p>Throughout the months of April and May, the staff met every other week to participate in a CHAMPS book study. The book study was to prepare for the 2018/19 school year.</p> <p>On a monthly basis, the PBIS team continued to monitor and review office discipline referrals to identify patterns.</p> <p>On April 30th, the PBIS coordinator presented to the staff on the foundation of evidence based practices.</p> <p>On May 21st, the PBIS coordinator reviewed relationships.</p> <p>The PBIS team attended coaching sessions twice a semester.</p>

Activity 1

Activity	<p>We will continue to monitor the number of discipline incidents in common areas with campus-wide discipline plan/procedures in place.</p> <p>Data review will take place once a 9 weeks.</p>
Person Responsible	<p>Administration PBIS Team All staff</p>
Monitoring Measures	Principal will serve as a member of the PBIS Team
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2
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 2

Activity	Review expectations throughout the year and vocabulary so to provide consistency throughout the campus. (addressing behaviors, communication throughout the campus)
Person Responsible	Classroom Teachers PBIS Team Admin
Monitoring Measures	PBIS Team Meetings Teacher surveys Faculty Meetings
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2
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	Implement classroom Matrix roll-out in August with continuous guidance and support throughout the year
Person Responsible	Admin PBIS Team PBIS District support Classroom Teachers

Monitoring Measures	PBIS Team Meetings Teacher surveys Walk throughs Lesson Plans
Title 1 Fund	Yes
Title 1 Campuses	SWC 2
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 3. Implement, provide, and maintain instructional facilities that support a safe, healthy, and comfortable learning environment in a growing community.

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 5

Need : Although there was an increase in STAAR scores in the area of math, improvement is still needed.

Goal : Increase student achievement by 1% in the area of math with a focus on the economically disadvantage and special education populations.
(Missed 2016 federal safeguards-all eligible student groups for reading and math STAAR)

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, State Compensatory
Timeline for Implementation	Aug. 2017-May 2018

November Progress Check	<p>Daytime tutor has continued this school year.</p> <p>Morning math lab is open at 7:15 for students in need of extra assistance.</p> <p>Classrooms continue to use Math Rocks timed tests to monitor student progress.</p>
March Progress Check	<p>Daytime tutor continues to pull small groups this year. Small groups are flexible and student changes are made as needed. She works closely with the math specialists to plan instruction.</p> <p>Morning math lab is open 7:15-7:45 every morning for students in need of assistance.</p> <p>Classrooms continue to use Math Rocks timed tests to monitor student progress.</p> <p>Math Specialist meets with all grade levels monthly to review instruction and upcoming units.</p>
June Progress Check	<p>Daytime tutor continues to pull small groups this year. Small groups are flexible and student changes are made as needed. She works closely with the math specialists to plan instruction.</p> <p>Morning math lab is open 7:15-7:45 every morning for students in need of assistance.</p> <p>Classrooms continue to use Math Rocks timed tests to monitor student progress.</p> <p>On March 28th, the leadership team met to discuss mock STAAR results.</p> <p>Math Specialist meets with all grade levels monthly to review instruction and upcoming units.</p> <p>STAAR scores were released on June 13th: 3rd-76% 4th-82% 5th-80%</p> <p>We will continue this goal for the 2018/19 school year.</p>

Activity 1

Activity	Classroom teachers 1st-5th will continue using Daily Rigor for recursive review.
Person Responsible	Classroom Teachers Math Specialists
Monitoring Measures	Walk throughs Weekly lesson plan check
Title 1 Fund	Yes

Title 1 Campuses	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 2

Activity	<ul style="list-style-type: none"> -The campus will continue to provide math lab interventions to students before the start of school(students will work on math facts and Think Through Math). -Students who receive special education services will have access to i-Ready before the start of school. -We will continue to use Math Rocks timed math assessments. -Additional funds will be allocated towards a daytime tutor.
Person Responsible	
Monitoring Measures	<p>The math specialist will monitor student progress in regards to the Math Rocks monthly assessments.</p> <p>The special education department will monitor students in i-Ready.</p>
Title 1 Fund	Yes
Title 1 Campuses	SWC 2
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

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

Activity 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 faculty/staff with support to promote healthy lifestyles.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	August 2016-May 2017
November Progress Check	Healthy lifestyles posters are posted and promoted throughout the campus. Wii fit is played daily after announcements to promote healthy lifestyles
March Progress Check	Healthy Life styles posters are posted and promoted throughout the campus. Coach L does warm-up activities at the beginning of every lesson focusing on nutrition. Coach L showcased Drum fit at a PTA night to promote healthy activity among students and parents.

June Progress Check	<p>Healthy Life styles posters are posted and promoted throughout the campus. Coach L does warm-up activities at the beginning of every lesson focusing on nutrition.</p> <p>During the Spring, the school held the annual Field Day event.</p>
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Activity 1

Activity	Provide moderate to vigorous physical activity in physical education
Person Responsible	Physical Education teacher Classroom teachers
Monitoring Measures	Review lesson plans Walk throughs
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 3. Implement, provide, and maintain instructional facilities that support a safe, healthy, and comfortable learning environment in a growing community.

Activity 2

Activity	Post nutrition and healthy lifestyles messages throughout the school specific to My Plate.
Person Responsible	Physical Education Teachers
Monitoring Measures	Walk throughs and collaboration with PE teachers
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	Students and staff participate in a school-wide fitness time every morning
Person Responsible	Classroom Teachers Physical Education Teacher
Monitoring Measures	Activities are evaluated daily through walk-throughs
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 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	