



NORTHSIDE
SCHOOL



INDEPENDENT
DISTRICT



SCHOOL IMPROVEMENT PLAN

SCOBEE ELEMENTARY SCHOOL

2017-2018

OUR MISSION

All Scobee Challengers are challenged to be motivated, engaged, and responsible life-long learners.

SCOBEE ES

Needs Assessment 2017-2018

Process

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

During the May faculty meeting, the staff went through a SWOT activity in which vertical teams were assigned. The teams were given a copy of the CSF's, and the district strategic plan. The teams were given a review of the documents and the goal of the days' activity. Through this process, the staff was able to voice strengths, weaknesses, opportunities, and threats to our mission. The staff was asked to do a gallery walk activity to identify the target areas to address. This process provided necessary feedback to help align our SIP to the campus initiatives.

The administration and instructional specialists met to review the SIP format and to begin the data analysis to plan for the 2017-2018 school year. The team looked at data beginning in 2014 through 2017 to identify growth measures and discussed the contributing factors that either had an increase or decrease in scores. The group identified areas of focus for the 2017-2018 school year. The needs assessment was then developed using the data and information gathered.

This information will be shared with the leadership team and faculty to drill down to a specific focus for our campus in 2017-2018.

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 checked="" type="checkbox"/> Student demographics	
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE	
<input type="checkbox"/> TELPAS	
<input checked="" type="checkbox"/> Promotion/retention (Elementary)	
<input type="checkbox"/> Failure rates (Secondary)	
<input type="checkbox"/> Completion and graduation rates (High School)	
<input type="checkbox"/> SAT/ACT (High School)	
<input type="checkbox"/> AP (High School)	
<input checked="" type="checkbox"/> Other CDB Quintile Data, Progresss Measure Charts, Tracking Sheets, CMS, Campus Benchmarks	
Findings	<p>Campus Critical Needs Analysis:</p> <p>3rd grade Reading: All ST: 78% At-Risk 50%, Eco Dis 74%, Sp Ed. 66% 3rd grade Math: All ST: 79% At-Risk 43%, Eco Dis 73%, Sp Ed. 60%</p> <p>4th grade Reading: All ST: 84% At-Risk 42%, Eco Dis 69%, Sp Ed. 33% 4th grade Math: All ST: 80% At-Risk 38%, Eco Dis 71%, Sp Ed. 39%</p> <p>4th grade Writing: All ST: 61% At-Risk 44%, Eco Dis 71%, Sp Ed.</p> <p>5th grade Reading: All ST: 90%, At-Risk 70%, Eco Dis 88%, Sp. Ed. 88% 5th grade Math: All ST: 95%, At-Risk 89%, Eco Dis 92%, Sp. Ed. 100%</p> <p>Through data, the following sub pops, At-Risk, Eco Dis, Sp. Ed., are below Approaching Grade level percentage in reading, math, and writing.</p> <p>NEAR Data: K:6 BLV, 1st:5 BLV, 2nd:3 BLV, 3rd:11 BLV/8 PL, 4th:10BLV/8PLV</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 Running Records, IRI's, Quintile Data, Tracking Sheets, Campus Benchmarks

Findings	<p>Through the multiple data sources and conversation, the campus identified a focus goal related to assessments.</p> <p>The new 2017-2018 District CDB schedule provided a need to develop an aligned campus assessment schedule using EOU Test, common assessments, and quick checks to determine mastery of the TEKS.</p> <p>The importance of monitoring of instructional practices throughout grade levels, and reflective conversations.</p> <p>Improve technology integration in content areas.</p> <p>Data Disaggregation focused on all students vs. Subgroups</p> <p>NEAR DATA: K: 6 students below level Reading, 1st: 5 students below level Reading, 2nd: 3 students below level Reading, 3rd: 11 Below Level/8 students Place level, 4th: 10 students Below Level/8 students Place level</p>
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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

<input type="checkbox"/> Other	
Findings	<p>The need to continue to develop in areas of guide reading, guided math, and writer's workshop.</p> <p>The campus needs to continue to provide professional development to grow staff in the profession.</p> <p>Provide opportunities for staff to lead professional development on campus.</p>

CSF 4: Increased Learning Time	
<p>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.</p>	
<input checked="" type="checkbox"/> Response to Intervention	
<input checked="" type="checkbox"/> Interventions implementation and effectiveness	
<input checked="" type="checkbox"/> Student identification for increased learning time	
<input checked="" type="checkbox"/> Tutorials	
<input checked="" type="checkbox"/> Other	Enrichment
Findings	<p>Limited staff using Esped system to show progress growth.</p> <p>Limited enrichment across grade levels.</p> <p>Rigor for advance learning students and GT student needs improvement</p> <p>Establish a flexible schedule to increase opportunities in area of writing.</p>

CSF 5: Family/Community Engagement	
<p>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.</p>	
<input checked="" type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Family and community activities	
<input checked="" type="checkbox"/> Family and community input	
<input checked="" type="checkbox"/> Family and community services	
<input type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	

Findings	Reluctant parents are not engaged in the school. Limited use of Technology apps to communicate events, positive accomplishments, and encourage active campus participation.
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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	Limited use of teacher surveys to gather input from staff. Student conferencing to identify areas of weakness and recognize achievements.
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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
- Effectiveness of planning and collaboration
- Professional development experiences and requests
- Other

Findings	Continue to provide relevant professional development relative to Guided Reading, Guided Math, and Writer's Workshop.
	Provide Technology staff development related to district and campus tools to increase learning time.

Priority Needs

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

Priority Need 1

<p>Increase At-Risk, Eco Dis, and Spec Ed students academic growth in the areas of Reading, Math, and Writing based on CSF 1 of the needs analysis.</p> <p>At-Risk 3rd-4th grade Reading Pass Rate 52%</p> <p>Spec. Ed. 3rd-4th grade Reading Pass Rate 38%</p> <p>Eco Dis 3rd-4th grade Reading Pass Rate 77%</p> <p>At-Risk 3rd-4th Math Pass Rate 59%</p> <p>Spec Ed. 3rd-4th Math Pass Rate 43%</p> <p>Eco Dis 3rd-4th Math Pass Rate 79.5%</p> <p>4th Grade Writing Pass Rate All:75% Eco:67% Spe:25% AR: 39%</p> <p>NEAR Data: K:6 BLV, 1st:5 BLV, 2nd:3 BLV, 3rd:11 BLV/8 PL, 4th:10BLV/8PLV</p> <p>CSF 1 Academic Performance</p> <p>CSF 2 Use of Quality Data to Drive Instruction</p> <p>CSF 4 Increased Learning Time</p> <p>CSF 7 Teacher Quality</p>

Priority Need 2

<p>In 2017, the campus will continue STAAR Progress measures for 3rd, 4th, and 5th grade in all content area, the campus assessment calendar will align with the new district CDB assessment schedule. In 2017, 47% of the 4th grade students did not meet progress measures in Math. 32% of the 4th grade students did not meet progress measures in Reading.</p> <p>CSF 1 Academic Performance</p> <p>CSF 2 Use of Quality Data to Drive Instruction</p> <p>CSF 4 Increased Learning Time</p> <p>CSF 7 Teacher Quality</p>
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Priority Need 3

<p>In 2017, the campus will continue to focus on staff development relating to Guided Reading, Guided Math, and Scobee Writing Cadre. In 2017, STAAR Writing Scores dropped 10% from previous year and the number of below level readers increased in 3rd and 4th grade.</p> <p>CSF 1 Academic Performance</p> <p>CSF 2 Use of Quality Data to Drive Instruction</p> <p>CSF 3 Leadership Effectiveness</p> <p>CSF 4 Increased Learning Time</p> <p>CSF 7 Teacher Quality</p>
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Priority Need 4

<p>75% of the Staff are meeting the novice to intermediate level on the Technology Competency Rubric</p> <p>CSF 1 Academic Performance</p> <p>CSF 3 Leadership Effectiveness</p> <p>CSF 4 Increased Learning Time</p> <p>CSF 7 Teacher Quality</p>
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Priority Need 5

Increase parent engagement by 25%

CSF 1 Academic Performance

CSF 5 Family and Community Engagement

CSF 6 School Climate

CAMPUS: SCOBEE 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	08/21/2017	Administration Overview: Disaggregation of data, Campus Handbook, Crisis Plan, 504Dyslexia training, and Grade book Training	Instruction	All Staff	All Students	Local	
08/22/2017	08/22/2017	Scobee Challenger Academy: Guided Reading, Math Stations, Writer's Workshop, Enrichment, Math Action Wall, Technology Applications	Instruction	All Staff	All Students	Local	
08/23/2017	08/23/2017	T-Tess Refresher, Establishing a Quality PLC Foundation	Collaboration	All Staff	All Students	Local	
10/09/2017	10/09/2017	District Professional Development and PLC Collaborative Planning	Instruction	All Staff	All Students	Local	
11/20/2017	11/20/2017	Teacher Choice: Campus Retreat: Building Leadership Capacity!	Collaboration	All Staff	All students	Local	
11/21/2017	11/21/2017	Teacher Choice: Summer Institute	Instruction	All Staff	All Students	Local	

02/19/2018	02/19/2018	District Professional Development and PLC Collaborative Planning	Collaboration	All Staff	All Students	Local	
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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	86%	54%	88%	74%	76%	87%	64%	41%	88%
African-American	82%	64%	80%	62%	72%	70%	30%	20%	73%
Hispanic	83%	46%	80%	70%	74%	86%	58%	35%	87%
White	92%	68%	89%	84%	86%	89%	81%	58%	89%
Economically Disadvantaged	81%	47%	80%	66%	68%	83%	58%	37%	80%
Special Education	59%	31%	65%	44%	48%	54%	27%	8%	60%
At-Risk	70%	19%	70%	58%	58%	63%	25%	10%	70%
Limited English Proficient	50%	0%	75%	62%	63%	33%	33%	33%	75%
Asian	100%	67%	100%	89%	78%	100%	86%	71%	100%
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	94%	75%	94%	80%	87%	92%	67%	42%	95%

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	86%	58%	84%	64%	62%	75%	46%	15%	80%
African-American	100%	100%	100%	53%	56%	75%	75%	25%	50%
Hispanic	86%	56%	84%	60%	59%	69%	33%	1%	75%
White	88%	67%	86%	72%	73%	90%	70%	50%	91%
Economically Disadvantaged	82%	47%	80%	56%	52%	67%	33%	5%	70%

Special Education	67%	50%	70%	33%	32%	36%	29%	7%	40%
At-Risk	81%	29%	76%	44%	37%	39%	15%	3%	40%
Limited English Proficient	100%	0%	100%	54%	49%	0%	0%	0%	N/A
Asian	N/A	N/A	86%	85%	72%	100%	80%	40%	100%
American Indian	N/A	N/A	N/A	61%	71%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	67%	50%	N/A	N/A	N/A	N/A
Two or More	75%	25%	88%	70%	76%	83%	67%	33%	80%

MATHEMATICS (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Approaches Standard	Approaches Standard	
All Students	90%	57%	88%	79%	80%	89%	68%	39%	90%
African-American	82%	64%	84%	66%	72%	80%	60%	10%	75%
Hispanic	89%	49%	88%	77%	78%	89%	64%	32%	90%
White	93%	75%	92%	87%	88%	89%	76%	51%	90%
Economically Disadvantaged	86%	47%	83%	73%	73%	87%	62%	35%	90%
Special Education	67%	38%	70%	53%	56%	59%	41%	11%	60%
At-Risk	76%	16%	73%	67%	65%	69%	34%	17%	70%
Limited English Proficient	75%	25%	75%	73%	72%	33%	33%	33%	75%
Asian	100%	100%	100%	94%	86%	100%	100%	100%	100%
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	94%	56%	88%	82%	89%	92%	67%	50%	90%

SCIENCE (Grade 5)

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

All Students	76%	27%	80%	73%	76%	91%	60%	30%	92%
African-American	33%	33%	75%	59%	68%	N/A	N/A	N/A	75%
Hispanic	71%	20%	82%	68%	73%	94%	54%	29%	95%
White	87%	39%	87%	84%	87%	83%	69%	31%	84%
Economically Disadvantaged	77%	26%	80%	65%	67%	88%	54%	29%	90%
Special Education	80%	27%	75%	44%	46%	78%	44%	11%	75%
At-Risk	56%	7%	70%	56%	59%	73%	31%	8%	75%
Limited English Proficient	100%	0%	100%	57%	58%	0%	0%	0%	50%
Asian	100%	50%	100%	89%	75%	100%	100%	100%	100%
American Indian	N/A	N/A	N/A	73%	60%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	93%	N/A	N/A	N/A	N/A
Two or More	100%	50%	80%	81%	86%	100%	75%	25%	90%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	96.2%	96.7%
African-American	95.4%	95.8%	97.2%	98%
Hispanic	95.6%	95%	95.9%	96.7%
White	96%	95.8%	96.7%	98%
Economically Disadvantaged	95.4%	94.4%	95.5%	96.5%
Special Education	94.5%	93.9%	95.7%	96%
Limited English Proficient	96.4%	95.8%	96.7%	97%
Asian	97.8%	96.8%	97.5%	98%
American Indian	95.3%	95.2%	87%	90%
Hawaiian Pacific Islander	95.5%	96.1%	N/A	0%
Two or More	95.9%	96%	96.6%	97%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	0.58%	0.5%
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17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : Increase At-Risk, Eco Dis, and Spec Ed students academic growth in the areas of Reading, Math, and Writing based on CSF 1 of the needs analysis.
 At-Risk 3rd-4th grade Reading Pass Rate 52%
 Spec. Ed. 3rd-4th grade Reading Pass Rate 38%
 Eco Dis 3rd-4th grade Reading Pass Rate 77%
 At-Risk 3rd-4th Math Pass Rate 59%
 Spec Ed. 3rd-4th Math Pass Rate 43%
 Eco Dis 3rd-4th Math Pass Rate 79.5%
 4th Grade Writing Pass Rate All:75% Eco:67% Spe:25% AR: 39%

NEAR Data: K:6 BLV, 1st:5 BLV, 2nd:3 BLV, 3rd:11 BLV/8 PL, 4th:10BLV/8PLV

Goal : System SafeGuards:Increase STAAR Pass rate in Reading, Math, and Writing by 20% targeting At-Risk, Eco Dis, and Spec. Ed sub pops and Decrease number of below level readers in 3rd-4th grade.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis
Funding Needed	Local
Timeline for Implementation	August 2017-May 2018
November Progress Check	Staff has been provided PD in the following areas: Guided Reading, Writer's Workshop, and Science. Students have been provide opportunities to participate in afterschool enrichment activities. The second phase of our flexible campus wide enrichment and interventions (Launch) program that targets specific students needs is in place. The third Scobee Writing Cadre has been formed and the first two phases of PD have been implemented. Campus continues to try to implement vertical planning to collaborate on instructional goals related to readiness standards between grade levels and writing using the vertical TEKS. Collaborative Planning meetings continue to be scheduled to target grade level instruction and monitoring targeted students. Campus data has identify areas of growth and areas to target to meet all students needs.

March Progress Check	The staff continues to engage in Guided Reading, Writer's Workshop, and Science. The 3rd Cadre session has been completed and the campus is beginning to schedule learning walks related to Writer's Workshop. Collaborative Planning meetings to be schedule targeting the PLC-4 questions. Campus data has identified areas of growth and areas to target to meet all students' needs.
June Progress Check	Goals were accomplished in Guided Reading, Writer's Workshop, and Science as shown through our data collection. We will continue with Collaborative Planning meetings and Leadership Team will attend The PLC at Work Institute Workshop in the summer to learn more ways on how to continue our implementation of the PLC process.

Activity 1

Activity	Provide on-going staff development relating to Guided Reading, Guided Math, Writer's Workshop, and Science. Scobee Challenger Academy will provide an overview of Guided Reading, Guided Math, Technology Integration, and Enrichment Activities.
Person Responsible	Principal, Vice Principal, Teachers, Academic Specialists
Monitoring Measures	Administration learning Walks, Academic Collaborative meetings, Running Records, Lesson Plan Checks, Tracking Sheets, and Progress measures.
Title 1 Fund	
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	Implement a flexible campus wide enrichment and interventions (Launch) program that targets specific students needs.
Person Responsible	Principal, Vice Principal, Academic Specialists, Teachers
Monitoring Measures	Student Tracking Sheets, Running Records, Common Assessments, CDB's, Quintiles, Progress Measures, and Data Meetings.
Title 1 Fund	

Title 1 Campuses	
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	Continue to implement the Scobee Writing Cadre to focus on Writer's Workshop with a designated writing time in the ELAR Block.
Person Responsible	Principal, Vice Principal, Teachers, Counselor, Academic Specialist
Monitoring Measures	Administration Learning Walks, documented plans
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 4

Activity	Implement vertical planning to collaborate on instructional goals related to readiness standards between grade levels and writing using the vertical TEKS.
Person Responsible	Principal, Vice Principal, Academic Specialists, Teachers
Monitoring Measures	Meeting Agenda, Sign-in Sheets, Working documents.

Title 1 Fund	
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	

Activity 5

Activity	Collaborative Planning meeting to target grade level instruction and monitoring targeted students.
Person Responsible	Principal, Vice Principal, Teachers, Academic Specialists
Monitoring Measures	Administration learning Walks, Lesson Plan checks, Collaborative Planning Document.
Title 1 Fund	
Title 1 Campuses	
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	

Goal 2

Need : In 2017, the campus will continue STAAR Progress measures for 3rd, 4th, and 5th grade in all content area, the campus assessment calendar will align with the new district CDB assessment schedule. In 2017, 47% of the 4th grade students did not meet progress measures in Math. 32% of the 4th grade students did not meet progress measures in Reading.

Goal : Increase STAAR progress measures in 3rd, 4th, and 5th grade by 10% in Reading and Math.

Goal Details

Student Groups Impacted	All Students, At Risk, Eco-Dis
Funding Needed	Local
Timeline for Implementation	August 2016-May 2017
November Progress Check	Teachers continue to meet in data meetings to plan DI and Enrichment activities that focus on specific student groups and targeted objectives. Specialists and GT Teacher have been working with grade level teams during our collaborative planning days. Data meetings continue to be scheduled after grade level and district assessment to target specific TEKS, objectives, and student groups for each content area. Data identifies students are growing and provide target areas for students.
March Progress Check	Staff has completed data meetings throughout the year and have identified students' growth by using quintile data. This data has provided our staff to assign interventions and enrichment. The data has provided specific targets and plans have been developed to meet the needs of all students.
June Progress Check	Data indicates we are approaching our goal. STAAR Progress measures have shown growth for students in math. In 2017, 47% of the 4th grade students did not meet progress measures in Math. This same cohort of students increased 30% in 5th grade. We will continue to work on our goal in reading for the 2018-2019 school year.

Activity 1

Activity	Teachers will use data to plan DI and Enrichment activities that focus on specific student groups and targeted objectives.
Person Responsible	Principal, Vice Principal, Academic Specialist, and Teachers
Monitoring Measures	Common Assessments, CDB's, IRI's, EDU Assessments, Tracking Sheets
Title 1 Fund	
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	
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Activity 2

Activity	Specialists and GT Teacher will join teams during planning to support DI and enrichment activities.
Person Responsible	Principal, Vice Principal, Academic Specialist, Teachers
Monitoring Measures	Staff Development sign-Sheets, Tier Groups based on Technology Knowledge.
Title 1 Fund	
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	Schedule data meetings after grade level and district assessment to target specific TEKS, objectives, and student groups for each content area.
Person Responsible	Principal, Vice Principal, Academic Specialist, Teachers
Monitoring Measures	Data Sheets and Sign-in Sheets, Meeting Agendas
Title 1 Fund	
Title 1 Campuses	
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 3

Need : In 2017, the campus will continue to focus on staff development relating to Guided Reading, Guided Math, and Scobee Writing Cadre. In 2017, STAAR Writing Scores dropped 10% from previous year and the number of below level readers increased in 3rd and 4th grade.

Goal : Increase Writing STAAR Passers in 4th grade by 10% and increase on level Readers in 3rd and 4th grade.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis
Funding Needed	Local
Timeline for Implementation	August 2016-May 2017
November Progress Check	The third phase of Writer's Workshop has been implemented and PD schedule is now in placed. Staff continues to implement Guided Reading in the instructional process. The Writer's Workshop Cadres have scheduled out to meet the goals of our implementation of PD and development of Genre Mentor Text.
March Progress Check	The 3rd Cadre has completed the Writer's Workshop phases and have attended campus learning walks related to Writer's Workshop. In addition, all Cadres had an opportunity to take part in a Writer's Workshop edchat. We will need to follow up on the next phase of the Writer's Workshop initiative.
June Progress Check	Writer's Workshop Cadres have completed initial phases. Student progress measures indicate classroom instruction has increased the understanding the implementation of writer's workshop. This goal will continue into the 2018-2019 school year. Raw data will indicate how much growth students have achieved.

Activity 1

Activity	Implement Writer's Workshop through our collaborative Writing Cadre and across grade levels.
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Person Responsible	Principal, Vice Principal, Academic Specialist, Teachers
Monitoring Measures	Observation of staff, teacher lead staff development, and collaborative Planning process, Writing Cadre meetings
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 2

Activity	Targeted Daily Guided Reading across grade levels.
Person Responsible	Principal, Vice Principal, Academic Specialist, Teachers
Monitoring Measures	Administration Learning Walks, Collaborative Planning Document
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 3

Activity	Continue using the Scobee Writing Cadre meetings to understand the elements of Writer's Workshop and resources.
Person Responsible	Principal, Vice Principal, Academic Specialist, Teachers
Monitoring Measures	Sign-in sheets and Google Classroom share class, and walk throughs.
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 4

Activity	Development of a Genre Library to be used for Writer's Workshop and Guided Reading during ELAR Block.
Person Responsible	Principal, Vice-Principal, Academic Specialist, Teachers
Monitoring Measures	Schedule Professional Development, sign-in/out log sheet
Title 1 Fund	
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 5

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

Goal 4

Need : 75% of the Staff are meeting the novice to intermediate level on the Technology Competency Rubric

Goal : Increase the percentage of staff at the Advance Level on the Technology competency Rubric.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis
Funding Needed	Local
Timeline for Implementation	August 2016-May 2017

November Progress Check	The ATC has developed a progress rubric with technology apps to be used for lessons and thought about during instructional planning. PD for staff using specific technology is on going and schedule throughout the year. Google Classrooms continues to be used but needs to increase has the year moves forward.
March Progress Check	The ATC progress rubric was presented to staff. The rubric was connected to T-Tess. Staff has been asked to share their experience with technology apps that would engaged students in content activities. Staff are learning new ways to use technology in the class.
June Progress Check	The technology goal will continue into the 2018-2019 school year. Staff will implement the ATC progress rubric connected to TTESS by using a variety of technology resources to include classroom apps, new deployment software, and integrated content applications.

Activity 1

Activity	Technology committee with revise the technology competency rubric and present changes to staff.
Person Responsible	Principal, Vice Principal, Academic Technology Coach, Campus TSS, and Campus Technology Chair, and committee personnel.
Monitoring Measures	Tracking Staff Development, Use of specific Technology applications, Technology meetings, Technology measures
Title 1 Fund	
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 2

Activity	Train staff on specific technology applications to enhance the integration of technology in the classroom setting.
Person Responsible	Principal, Vice Principal, Academic Technology Coach, TSS, Technology Facilitator, Teachers
Monitoring Measures	Techology staff development sign-in sheets, Learning Walks
Title 1 Fund	

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 3

Activity	Create a technology google classroom to share staff technology lessons.
Person Responsible	Principal, Vice Principal, Academic Technology Coach, TSS, Technology Committee Facilitator
Monitoring Measures	Self Evaluation, and check points throughout the year
Title 1 Fund	
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 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 : Increase parent engagement by 25%

Goal : To provide monthly and quarterly parent meetings to inform and discuss strategies related to parent conferences, homework, healthy habits, time management, internet safety, and curriculum to increase student learning time.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis
Funding Needed	Local
Timeline for Implementation	August 2016-May 2017
November Progress Check	Parent workshops are still need to be schedule for the year. Campus needs to restructure our activities to meet our parent engagement goal.
March Progress Check	Our campus engagement plan has not been in full swing. We have had a number of parent and community events, however, we are trying to be more specific to related topics that would provide training and understanding.
June Progress Check	Parent engagement on campus has increased through community events such as our community carnival, PTA spirit nights, Family Academic Night, and district child development workshops. Parent engagement goal will continue to be a priority for the 2018-2019 school year.

Activity 1

Activity	Schedule parent workshops related to Back to School basics, Parent Teacher Conferences, Avoiding Homework Hassles, Healthy TV Habits, Time Management for Kids, Test Taking Strategies, Internet Safety, Keys to Success in Middle School, and Preventing the Summer Slide throughout the 2017-2018 School year.
Person Responsible	Principal, Vice-Principal, Counselor, Teachers
Monitoring Measures	Parent Surveys and Attendance Rosters
Title 1 Fund	
Title 1 Campuses	
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	Provide quarterly curriculum parent meetings to discuss and model content strategies that will enhance the learning time for students.
Person Responsible	Principal, Vice Principal, Academic Specialist, Teachers, Counselors
Monitoring Measures	Parent Surveys and Attendance Rosters
Title 1 Fund	
Title 1 Campuses	
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	
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	
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Activity 4

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

Activity 5

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

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

Goal : To provide all students opportunities to understand the importance of a healthy body that creates a healthy mind through activities related to physical, social, and emotional education and school safety activities.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	August 2016-August 2017
November Progress Check	School wide exercise video is used everyday to meet the 10 minute requirement of SB119. The campus has used crisis protocols during training safety training exercises. The campus has been trained of the safety protocols and continues to understand their responsibilities during specific crisis. Students have participated in specific training drills related to specific crisis up to this point.
March Progress Check	The campus continue to use school wide exercise video Go Noodle everyday for 10 minutes to meet the requirement of SB119 and participated in the HEROS for Health. The campus has been updated with the required safety drills and has been updated on specific safety concerns in our protocols.
June Progress Check	The campus used school wide exercise video Go Noodle everyday for 10 minutes to meet the requirement of SB119 and participated in the HEROS for Health. The campus has completed the required safety drills and specific safety concerns in our protocols.

Activity 1

Activity	Provide a 10 minute morning exercise video to meet the SB 119 requirement for all students.
Person Responsible	Principal, Vice-Principal, and Teachers
Monitoring Measures	Observation and Walk-Throughs
Title 1 Fund	
Title 1 Campuses	

Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 2. Implement, provide, and communicate programs that will ensure that students understand shared responsibility and have necessary coping skills.

Activity 2

Activity	The staff will revisit the campus crisis plan to include the use of the safety protocols through out the year.
Person Responsible	Principal, Vice-Principal, All Staff
Monitoring Measures	Monthly and Yearly drills
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	Objective 1. Explore, implement, and communicate security measures that provide safeguards for the learning environment, using the latest technology.

Activity 3

Activity	Through campus coorespondence, staff and community will be informed of the safety protocols for the campus and continue the new security measures. The staff will revisit their responsibilities during specific crisis through training, and debrief of drills to ensure staff understands their roles. Students will participate in specific training drills related to specific crisis through out the year.
Person Responsible	Principal, Vice Principal, All Staff
Monitoring Measures	Monthly Drills and Log Sheets

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	Objective 4. Implement and promote a collaborative approach to school and community safety.

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	