



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



## SCHOOL IMPROVEMENT PLAN

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# THORNTON ELEMENTARY SCHOOL

## 2017-2018

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# THORNTON ES

## Needs Assessment 2017-2018

### Process

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

A staff survey was sent out to ascertain the campus' strengths and weaknesses.

The campus leadership grouped the campus weaknesses and wrote the campus priority needs statements and completed the Root Cause Analysis.

At a faculty meeting the staff wrote a goal for each priority needs statement and developed activities to support our campus goals.

**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 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 type="checkbox"/> Other	
Findings	-Our retention rates are well below the district average -Our demographics continue to remain consistent -Initial STAAR and CDB results look positive

<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 type="checkbox"/> Common Assessments
<input type="checkbox"/> Other
Findings
<ul style="list-style-type: none"> <li>-CDB Data when compared to the district consistently showed us scoring above the district average.</li> <li>-There have been more attendance warning notices issued this year compared to 2015-2016.</li> <li>-Attendance rate has decreased from last year.</li> <li>-Discipline incidents decreased by over 60% this year over last year</li> </ul>

<b>CSF 3: Leadership Effectiveness</b>	
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 type="checkbox"/> Master schedule	
<input checked="" type="checkbox"/> Teacher and parent surveys	
<input type="checkbox"/> Other	
Findings	<ul style="list-style-type: none"> <li>-Leadership is taking a more active role in campus planning</li> <li>-A focus on campus goals, mission, and vision have been a struggle for the campus</li> <li>-Staff report that there is confusion around campus expectations</li> <li>-All meaningful decisions include staff input</li> <li>-Communication includes Facebook, Remind 101, Classdojo</li> </ul>

<b>CSF 4: Increased Learning Time</b>	
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.	
<input checked="" type="checkbox"/> Response to Intervention	
<input checked="" type="checkbox"/> Interventions implementation and effectiveness	

<input type="checkbox"/> Student identification for increased learning time	
<input type="checkbox"/> Tutorials	
<input type="checkbox"/> Other	
Findings	-RTI process needs clarification -High referral rates show intervention process is not being utilized effectively

<b>CSF 5: Family/Community Engagement</b>	
Family and Community Engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services.	
<input checked="" type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Family and community activities	
<input checked="" type="checkbox"/> Family and community input	
<input type="checkbox"/> Family and community services	
<input type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	
Findings	-Through End of Year surveys, Thornton's overall rating was excellent or above average. -Our campus Facebook page has increased by 150 likes and has helped to streamline communication

<b>CSF 6: School Climate</b>	
School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.	
<input type="checkbox"/> Teacher surveys	
<input type="checkbox"/> Parent surveys	
<input type="checkbox"/> Student surveys or panels	
<input checked="" type="checkbox"/> Discipline	
<input checked="" type="checkbox"/> Student attendance	
<input checked="" type="checkbox"/> Extra-curricular activities and clubs	
<input type="checkbox"/> Other	
Findings	-Increased opportunities for extracurricular activities after school -Student attendance rates continue to struggle -Discipline incidents have greatly decreased with the new CHAMPS implementation -Parents are very happy with the school climate and the instruction

**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	<ul style="list-style-type: none"> <li>-Staff attendance rate increased during the 2016-2017 school year.</li> <li>-Student/teacher ratio is below state average.</li> <li>-Gifted and Talented teacher ratio is below state average.</li> <li>-Staff attendance has out paced student attendance for the 2016 - 2017 school year.</li> <li>-Teams have set planning times in order to maximize collaboration.</li> </ul>
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**Priority Needs**

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

## Priority Need 1

Thornton needs to implement the RTI process with fidelity.

CSF 1 Academic Performance  
 CSF 2 Use of Quality Data to Drive Instruction  
 CSF 4 Increased Learning Time

## Priority Need 2

Thornton needs to increase writing STAAR scores in order to meet State Safeguards for All Students, Hispanic, and Economically Disadvantaged students.

CSF 1 Academic Performance  
 CSF 7 Teacher Quality

## Priority Need 3

Thornton needs to offer a variety of staff development to meet a variety of teacher needs.

CSF 4 Increased Learning Time  
 CSF 7 Teacher Quality

Priority Need 4

Thornton needs to collaboratively plan around the needs of the students.

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

Priority Need 5

Thornton needs to increase Reading and Math STAAR scores in order to meet State Safeguards for Special Education students.

**Campus: THORNTON ES**

**School Improvement Plan Signatures**

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

**Date of SAT Meeting: 05/16/2017**

<b>SAT Member</b>	<b>Name</b>	<b>Signature</b>
Principal	Justin Bledsoe	
Parent Community Representative	Kay Montgomery	
Staff Representative	Lyndsey Holk	

**LIST SAT MEMBERS IN THE BLANKS BELOW**

<b>FULL NAME</b>	<b>POSITION</b>
Lyndsey Holk	Staff Member
Sara Meineke	Staff Member
Marisol Rodriguez	Staff Member
Kourtney James	Parent
Veronica Boekhout	Parent
Victoria Waits	Business Representative
Lupita Ramirez	Parent
Kay Montgomery	Community Member



**CAMPUS: THORNTON 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		Campus Orientation/Interactive Notebooks	Collaboration	ALL	ALL	N/A	6
08/22/2017		Dyslexia Training/Counselor/Champs	Classroom Management	ALL	All	N/A	6
08/23/2017		First Day Procedures/True Colors	Collaboration	All	All	N/A	6
10/09/2017		District Training	Instruction	All	All	N/A	6
11/20/2017		Teacher Choice					
11/21/2017		Teacher Choice					
02/19/2018		Math Problem Solving Framework/Emotional Disturbance	Classroom Management	All	All	N/A	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	77%	41%	80%	74%	76%	76%	48%	25%	79%
African-American	50%	28%	55%	62%	72%	54%	23%	15%	59%
Hispanic	77%	42%	74%	70%	74%	80%	51%	23%	82%
White	80%	41%	77%	84%	86%	75%	43%	26%	78%
Economically Disadvantaged	69%	31%	68%	66%	68%	74%	40%	19%	77%
Special Education	49%	35%	55%	44%	48%	45%	27%	7%	51%
At-Risk	64%	24%	68%	58%	58%	59%	25%	13%	64%
Limited English Proficient	58%	27%	63%	62%	63%	44%	17%	15%	50%
Asian	74%	35%	77%	89%	78%	52%	44%	33%	57%
American Indian	100%	100%	100%	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	100%	50%	100%	80%	87%	100%	60%	60%	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	59%	26%	64%	64%	62%	56%	27%	9%	60%
African-American	75%	38%	78%	53%	56%	33%	17%	0%	60%
Hispanic	56%	21%	61%	60%	59%	54%	23%	9%	60%
White	62%	31%	66%	72%	73%	58%	38%	8%	60%
Economically Disadvantaged	47%	19%	53%	56%	52%	47%	16%	7%	60%

Special Education	18%	9%	50%	33%	32%	38%	25%	6%	60%
At-Risk	37%	8%	50%	44%	37%	33%	12%	8%	60%
Limited English Proficient	38%	6%	50%	54%	49%	27%	18%	9%	60%
Asian	43%	14%	50%	85%	72%	75%	25%	17%	77%
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	100%	75%	100%	70%	76%	67%	33%	0%	70%

**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	73%	35%	76%	79%	80%	76%	46%	19%	79%
African-American	50%	17%	55%	66%	72%	46%	23%	8%	52%
Hispanic	74%	33%	77%	77%	78%	76%	46%	18%	79%
White	73%	38%	76%	87%	88%	79%	49%	21%	82%
Economically Disadvantaged	64%	24%	68%	73%	73%	74%	36%	15%	77%
Special Education	49%	24%	55%	53%	56%	49%	26%	5%	60%
At-Risk	61%	22%	65%	67%	65%	60%	28%	8%	60%
Limited English Proficient	70%	27%	73%	73%	72%	63%	22%	10%	67%
Asian	86%	55%	89%	94%	86%	78%	52%	30%	81%
American Indian	100%	100%	100%	78%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	80%	78%	N/A	N/A	N/A	N/A
Two or More	75%	25%	78%	82%	89%	100%	40%	20%	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	66%	23%	69%	73%	76%	74%	40%	13%	77%
African-American	40%	0%	50%	59%	68%	80%	60%	20%	82%
Hispanic	64%	23%	67%	68%	73%	78%	33%	10%	81%
White	69%	19%	72%	84%	87%	59%	47%	18%	64%
Economically Disadvantaged	62%	16%	65%	65%	67%	66%	38%	12%	70%
Special Education	42%	17%	50%	44%	46%	36%	7%	0%	60%
At-Risk	50%	11%	55%	56%	59%	59%	22%	5%	65%
Limited English Proficient	50%	14%	55%	57%	58%	33%	8%	8%	60%
Asian	71%	29%	74%	89%	75%	60%	60%	20%	64%
American Indian	100%	100%	100%	73%	60%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	93%	N/A	N/A	N/A	N/A
Two or More	100%	100%	100%	81%	86%	100%	100%	100%	100%

## ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	96.5%	96.6%
African-American	95.4%	95.8%	96.8%	96.9%
Hispanic	95.6%	95%	96.4%	96.5%
White	96%	95.8%	96.4%	96.5%
Economically Disadvantaged	95.4%	94.4%	95.9%	96%
Special Education	94.5%	93.9%	96.3%	96.4%
Limited English Proficient	96.4%	95.8%	96.5%	96.6%
Asian	97.8%	96.8%	96.9%	96.9%
American Indian	95.3%	95.2%	99.4%	99.4%
Hawaiian Pacific Islander	95.5%	96.1%	98.8%	98.8%
Two or More	95.9%	96%	96.8%	96.8%

## RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	0.19%	0.2%
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## 17-18 School Improvement Plan - Objectives and Activities

### Goal 1

Need : Thornton needs to implement the RTI process with fidelity.

Goal : Quarterly surveys to gauge staff knowledge and clarity of implementing the RTI process will show a 10% increase in the percentage of understanding by the end of the year.

### Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, Title II, State Compensatory
Timeline for Implementation	<p>Develop and Administer Initial Staff Survey on RTI Comfort Levels - Leadership Team - Due May 2017</p> <p>Produce RTI Resource Guide with resources for teachers - RTI Support Specialists (Admin, Counselor, Math MSD, and Reading Specialist) provided RTI Tier 2 meeting support for grade level teams* - Due August 2017</p> <p>Determine RTI Support Specialists (Admin, Counselor, Math MSD, and Reading Specialist) and their Roles for RTI Meetings - School Counselor</p> <p>Campus-wide Training on RTI Resources Guide - Principal - Due October Faculty Meeting</p>
November Progress Check	<p>Completed Activities</p> <p>Produced a campus RTI Binder to provide guidance on the RTI process*</p> <p>Grade level trainings on how to utilize RTI Binder*</p> <p>Ongoing Activities</p> <p>RTI Specialists provided RTI Tier 2 meeting support for grade level teams*</p> <p>Teams have held RTI Tier 2 meetings</p> <p>Teacher focused RTI survey administered at each SIP checkpoint*</p> <p>Disseminate RTI Survey results at each SIP checkpoint</p>

March Progress Check	<p>Completed Activities RTI Specialists (Admin, Counselor, Math MSD, and Reading Specialist) provided RTI Tier 2 meeting support for grade level teams*</p> <p>Ongoing Activities Teams have held RTI Tier 2 meetings Teacher focused RTI survey administered at each SIP checkpoint* Disseminate RTI Survey results at each SIP checkpoint</p>
June Progress Check	<p>Completed Activities RTI Specialists (Admin, Counselor, Math MSD, and Reading Specialist) provided RTI Tier 2 meeting support for grade level teams*</p> <p>End of Year meetings identified students that needed to remain in the Tier process in order to clean up our campus records.</p>

#### Activity 1

Activity	Develop and Administer Initial Staff Survey on RTI Comfort Levels
Person Responsible	Operational Leadership Team
Monitoring Measures	Survey
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

#### Activity 2

Activity	Produce RTI Resource Guide with resources for teachers
Person Responsible	RTI Support Specialist ((Admin, Counselor, Math MSD, and Reading Specialist)

Monitoring Measures	August 2017
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

### Activity 3

Activity	Determine RTI Support Specialists and their Roles for RTI Meetings
Person Responsible	School Counselor
Monitoring Measures	Publication
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 4

Activity	Campus-wide Training on RTI Resources Guide
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Person Responsible	Principal
Monitoring Measures	Presentation
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

#### Activity 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 : Thornton needs to increase writing STAAR scores in order to meet State Safeguards for All Students, Hispanic, and Economically Disadvantaged students.

Goal : 4th grade students will score at or above the district average on the editing portion of the Writing STAAR test.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, State Compensatory
Timeline for Implementation	Develop a writing change team to evaluate current editing models on the campus, evaluate possible new models, and implement a school-wide editing model
November Progress Check	<p>Completed Activities</p> <p>Formed a writing campus change team*</p> <p>First grade worked with the Reading Specialist to develop a new age appropriate writing rubric that is in alignment with future grade levels</p> <p>Ongoing Activities</p> <p>Campus Writing Change Team meetings to develop a comprehensive plan for aligning writing instruction across grade levels</p> <p>Tutor utilized for a specialized writing intervention. (4th Grade)</p>
March Progress Check	<p>Completed Activities</p> <p>Campus Writing Change Team meetings to develop a comprehensive plan for aligning writing instruction across grade levels</p> <p>Tutor utilized for a specialized writing intervention. (4th Grade)</p>
June Progress Check	<p>Completed Activities</p> <p>Our Campus Writing Change Team no longer met due to the chairperson going on maternity leave</p>

Activity 1

Activity	Develop a writing change team to evaluate current editing models on the campus, evaluate possible new models, and implement a school-wide editing model
Person Responsible	<p>Vice Principal</p> <p>Reading Specialist</p> <p>Writing Specialist</p> <p>Writing Change Team</p>
Monitoring Measures	Meeting Sign-In Sheet

Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 2

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	No
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	
Person Responsible	

Monitoring 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 4

Activity	
Person Responsible	
Monitoring Measures	
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 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 3**

Need : Thornton needs to offer a variety of staff development to meet a variety of teacher needs.

Goal : Thornton will offer three staff development opportunities per semester.

**Goal Details**

Student Groups Impacted	All Students
Funding Needed	Local, Title II, State Compensatory

Timeline for Implementation	<p>Staff development needs assessment - Instructional Specialists Team (Admin, Reading Specialist, Math MSD, Librarian, GT Teacher) - Due May 2017</p> <p>Develop a fall schedule for professional development opportunities - Instructional Speciali(Admin, Reading Specialist, Math MSD, Librarian, GT Teacher) - Due August 2017</p> <p>Develop a spring schedule for professional development opportunities - Instructional Specialists(Admin, Reading Specialist, Math MSD, Librarian, GT Teacher) - Due December 2017</p> <p>End of Year Needs Assessment - Instructional Specialists Team (Admin, Reading Specialist, Math MSD, Librarian, GT Teacher)- Due May 2018</p>
November Progress Check	<p>Completed Activities</p> <p>Instructional Leadership Team Administered staff development survey*</p> <p>TSS held 3 technology trainings after school during the fall months*</p> <p>Disseminate Staff Development Survey results to staff</p> <p>5th grade attended Advanced Academic Content Area Writing Strategies</p> <p>Ongoing Activities</p> <p>Guided Reading book study with Jan Richardson's The Next Steps in Guided Reading. (4th Grade)</p> <p>Instructional Leadership Team develops and distributes a spring staff development schedule</p> <p>Eakle/Ramos-Frkuska Math Book Study with OLLU</p>
March Progress Check	<p>Completed Activities</p> <p>TSS held 3 technology trainings after school during the spring months*</p> <p>Ongoing Activities</p> <p>Guided Reading book study with Jan Richardson's The Next Steps in Guided Reading. (4th Grade)</p> <p>Instructional Leadership Team develops and distributes a spring staff development schedule</p> <p>Eakle/Ramos-Frkuska Math Book Study with OLLU</p>
June Progress Check	<p>Completed Activities</p> <p>Guided Reading book study with Jan Richardson's The Next Steps in Guided Reading. (4th Grade)</p> <p>Teacher Rounds book study</p>

#### Activity 1

Activity	Complete Staff Development Start and End of Year Needs Assessment
Person Responsible	Instructional Leadership Team (Admin, Counselor, Reading Specialist, Math MSD, Librarian, GT Teacher)
Monitoring Measures	May 2017
Title 1 Fund	No
Title 1 Campuses	

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 2

Activity	Develop a fall and spring schedule for professional development opportunities
Person Responsible	Instructional Leadership Team (Admin, Counselor, Reading Specialist, Math MSD, Librarian, GT Teacher)
Monitoring Measures	Published Fall and Spring Schedule for Staff Development
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

### Activity 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 4**

Need : Thornton needs to collaboratively plan around the needs of the students.

Goal : 80% of students will show a minimum of one year's growth in reading based on IRI levels (K-3rd) and STAAR Progress Measure (4th-5th).

**Goal Details**

Student Groups Impacted	All Students
Funding Needed	Local, Title II, State Compensatory
Timeline for Implementation	All teachers receive 2 hour PLC training on 8/21 All grade level teams will focus PLCs around reading instruction Meet in PLC Meetings every Monday afterschool PLC Team Book Study

November Progress Check	<p>Completed Activities Teachers receive 2 hour PLC training*</p> <p>Ongoing Activities All grade level teams will focus PLCs around reading instruction* Meet in PLC Meetings every Monday after school* Guided Reading book study with Jan Richardson's The Next Steps in Guided Reading. (4th Grade) 5th grade students complete a reading log with a project each nine weeks.</p>
March Progress Check	<p>Completed Activities Guided Reading book study with Jan Richardson's The Next Steps in Guided Reading. (4th Grade)</p> <p>Ongoing Activities All grade level teams will focus PLCs around reading instruction* Meet in PLC Meetings every Monday after school* 5th grade students complete a reading log with a project each nine weeks.</p>
June Progress Check	<p>Completed Activities Guided Reading book study with Jan Richardson's The Next Steps in Guided Reading. (4th Grade) All grade level teams will focus PLCs around reading instruction* Meet in PLC Meetings every Monday after school*</p> <p>When I ran the grade level reading level report, it said there was no data found so I wasn't able to determine if we met our goal.</p>

Activity 1

Activity	All teachers will receive a 2 hour PLC training.
Person Responsible	Principal PLC Team
Monitoring Measures	Sign-In Sheet
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	

Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

### Activity 2

Activity	Meet in PLCs every Monday afterschool.
Person Responsible	Team Leaders All Teachers Instructional Coaches (Reading Specialist, Math MSD) Admin
Monitoring Measures	Sign In Sheets
Title 1 Fund	No
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	PLC Team Book Study
Person Responsible	Admin
Monitoring Measures	Sign-In Sheet
Title 1 Fund	No

Title 1 Campuses	
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 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 : Thornton needs to increase Reading and Math STAAR scores in order to meet State Safeguards for Special Education students.

Goal : Special Education students will score at or above district average on Reading and Math STAAR scores.

**Goal Details**

Student Groups Impacted	Special Education
Funding Needed	Local, Title II, State Compensatory
Timeline for Implementation	Special Education team will break down student STAAR data results Develop a plan for addressing the needs of our special education students.
November Progress Check	<p>Completed Activities</p> <p>Special Education team met to identify patterns and trends in Special Education STAAR data*</p> <p>Special Education team held a half day planning to develop a plan for support our SE students.*</p> <p>Ongoing Activities</p> <p>Collect IRI Reading Levels throughout the school year</p> <p>Before school intervention opportunities in reading and math (i-Ready)</p> <p>Small group pre-teach vocabulary in science, math, and reading (5th Grade)</p> <p>Intervention time is being used to review foundation skills with Special Education students</p>

March Progress Check	<p>Completed Activities</p> <p>Ongoing Activities</p> <p>Collect IRI Reading Levels throughout the school year</p> <p>Before school intervention opportunities in reading and math (i-Ready)</p> <p>Small group pre-teach vocabulary in science, math, and reading (5th Grade)</p> <p>Intervention time is being used to review foundation skills with Special Education students</p>
June Progress Check	<p>Completed Activities</p> <p>Collect IRI Reading Levels throughout the school year</p> <p>Before school intervention opportunities in reading and math (i-Ready)</p> <p>Small group pre-teach vocabulary in science, math, and reading (5th Grade)</p> <p>Intervention time is being used to review foundation skills with Special Education students</p> <p>District Averages were not available at this time to determine if we met our goal.</p>

#### Activity 1

Activity	Special Education team will break down student STAAR data results.
Person Responsible	Special Education Teachers Principal
Monitoring Measures	Sign In 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	

#### Activity 2

Activity	Develop a plan for improving Reading and Math scores for Special Education students
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Person Responsible	Special Education Teachers Principal Math MSD Reading Specialist
Monitoring Measures	Plan
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

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

Activity 4

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

Activity 5

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



Goal : Thornton Elementary will implement an afterschool wellness/exercise program for staff and community.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	September - Staff interest inventory October - Solicit possible program ideas November - Setup afterschool program dates December - Communicate upcoming program details January - Start afterschool wellness program May - Survey staff
November Progress Check	Other campus needs have taken priority and no steps have been taken at this time.
March Progress Check	Our campus has started a campus-wide weigh-in challenge.
June Progress Check	Our campus completed a 2nd campus-wide weigh-in challenge.

Activity 1

Activity	Develop and administer initial staff interest inventory
Person Responsible	Brandi Shipman
Monitoring Measures	Completed Survey shared with Operational Leadership Team in September.
Title 1 Fund	No
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	Implement afterschool wellness/exercise program
Person Responsible	Brandi Shipman
Monitoring Measures	Attendance Sheets
Title 1 Fund	No
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 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	