



NORTHSIDE
SCHOOL



INDEPENDENT
DISTRICT



SCHOOL IMPROVEMENT PLAN

VALLEY HI ELEMENTARY SCHOOL

2017-2018

OUR MISSION

The Valley Hi community will provide students a high quality education and diverse learning opportunities.

VALLEY HI ES

Needs Assessment 2017-2018

Process

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

1/25/17

Our ILT and OLT team met and discussed previous SIP goals and possible future areas of need. It was determined that our At-Risk students are struggling and not progressing at the same rate as our non At-Risk population.

2/21/2017

Our campus leadership team met with Dr. Pena from school improvement (central office). The administration and Dr. Pena set the context for the 2017/18 SIP process and lead the staff through a comprehensive needs assessment. The staff look at and reviewed data which included: Benchmarks, previous STAAR Data, and comparison data with like campuses.

3/29/17

The data was gathered and organized into a spreadsheet. The administration team then analyzed the findings, noting which ones were related and which ones occurred at higher frequency rates. From this activity we proposed two goals and proposed to continue with a previous goal from 2016-17 SIP to present to the campus leadership team.

5/1/17

The leadership team in conjunction Dr. Pena lead a SWOT analysis. The principal and Dr. Pena were the facilitators. Dr. Pena and the principal reviewed the proposed needs and goals. Consensus was obtained from the leadership team collaboratively. The following was the agenda from May 1st 2017:

- Break up Staff into 2 groups

- Initiate SWOT Analysis

- a. Strength

- b. Needs/Next Steps

- c. Opportunities

- d. Barriers

- Results

- a. Grouping students by Skill (Fluid)

- b. Documentation of Progress

- c. Implementing PLC's 4 ?'s into progress monitoring

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 type="checkbox"/> Special populations enrollment, performance, and LRE	
<input type="checkbox"/> TELPAS	
<input type="checkbox"/> Promotion/retention (Elementary)	
<input type="checkbox"/> Failure rates (Secondary)	
<input type="checkbox"/> Completion and graduation rates (High School)	
<input type="checkbox"/> SAT/ACT (High School)	
<input type="checkbox"/> AP (High School)	
<input checked="" type="checkbox"/> Other Benchmarks	
Findings	<ul style="list-style-type: none"> - Second grade students had more than 63% of students meet standard at approaches grade level for each benchmark administered. - Fewer than half of third grade students met standard at approaches grade level for each reading benchmark. - Less than 55% of all 4th grade students met standard at approaches grade level for each reading benchmark. - Less than 12% of testers scored at the AAP level on all CDB assessments in 2016. - 5th grade students had more passers on STAAR than CDBs for the 2016-17 school year. - 3% of 4th graders received a 4 on the expository section of the writing CDB. 14% of 4th graders received a 2 or 3 on the expository section of the writing CDB. 83% of 4th graders received a 1 or below on the expository section of the writing CDB. - Allen Elementary another campus in our cluster has consistently outperformed us in reading. - Our eco dis population is being outperformed by the All Student group at Valley Hi - Our 5th grade population improved 17% on reading STAAR scores from 4th to 5th grade. 2016-17 - Our 5th grade population improved 47% on Math STAAR scores from 4th to 5th grade. (2016-17)

CSF 2: Use of Quality Data to Drive Instruction

Use of Quality Data to Drive Instruction emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used. It is not only the use of data to drive instructional decision making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.

 Student attendance Discipline Grades CDBs Common Assessments Other

Findings	<ul style="list-style-type: none"> - Campus attendance goals are shared with the students, families, and staff in front of the cafeteria at all times. - Daily attendance rates are posted in front of the cafeteria each morning. - Attendance rates and success stories are shared on the Friday announcements. - Home visits are conducted for students with high absence rates. - Students with perfect attendance are tracked and acknowledged each 9 week grading period. They are also given incentives, such as the ability to participate in raffles for bicycles, toys, attendance bingo etc... - Data reviews are conducted after each benchmark administration. - Teachers use quintiling to monitor student performance and progress. - Teachers use quintiling to monitor the progress of subgroups, such as At Risk, ELL, Special Education, and students covered under Section 504. - Teachers use data reviews and the benchmark assessment to determine opportunities for reteach and intervention.
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CSF 3: Leadership Effectiveness

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

 Distribution of leadership and responsibilities Decision making structures on the campus Teacher input Campus goals Monitoring of teacher performance; feedback to staff Communication Master schedule Teacher and parent surveys

Other

Findings	<ul style="list-style-type: none">- The teachers were given an opportunity to communicate their thoughts and experiences on an anonymous administrator survey.Findings: 1. 100% of the staff agree or strongly agree that the administration clearly communicate the goals of the school.2. 30% of the staff agreed or strongly agreed that the administration favor some staff over others.3. 88% of the staff feel that the administration made changes during the 2016-17 school year that were in the best interest of children.4. 88% of the staff feel administration care about the staff's opinions regarding the school.- Teachers are able to communicate concerns and problems to designated leadership teams.- Instructional and Operational Leadership teams are established on the campus. They represent the campus, and act on behalf of the campus in many decision making and planning processes.- A six day rotation schedule is in place and designed to meet student needs and increase learning time.- Campus goals are shared school-wide.- The faculty was administered an Organizational Health survey. The results were shared with in detail with the Campus Leadership Team, and with the staff as well.- The campus had results that had declined in Problem Solving Adequacy, Moral, and Cohesiveness since 2015-16 school year on the OHI survey.- A parent and family involvement survey was administered.- A team of teacher leaders was created to attend PLC training in the summer, with the intent to launch PLC campus wide in the fall.- Minutes from Operational and Instructional leadership meetings are shared with the staff through a shared drive within a week of the conclusion of the meeting.
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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">- Intervention groups are a variety of teacher-led, second teacher (special education teacher or academic specialist), and computer based program monitored by either the ECT or teacher.- Targeted day tutoring groups, targeted before school computer lab interventions and 8 AM intervention groups are planned based around skills identified from assessment data.- Reading, writing, and math levels are addressed in day tutoring groups and in AM Intervention groups.- Interventions are assessed by the classroom teacher through IRI, TPRI, running records, Common Assessment data, and CDB data. Computer-based interventions are assessed through the program assessment piece.- Classroom teachers use a series of flexible groups to support reading and writing classroom interventions throughout the school day.- All Intervention groups are flexible groups. Students are added to interventions, change interventions, or attend additional interventions based on assessment data and recommendations from eRTI meetings.
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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"> - A parent and family involvement survey was administered. - When surveyed, parents indicated they had an interest in participating in workshops highlighting the following topics: <ul style="list-style-type: none"> Discipline - 186 parents Child Responsibility - 190 parents Homework hassles - 210 parents Bullying - 193 parents - When surveyed, parents indicated the types of parental involvement that were of most interest to them: <ul style="list-style-type: none"> Family/child activities at school (evenings or afternoons)- 250 parents Parenting: evening parent meetings, short workshops, adult education - 201 parents - The campus held a math and science night; 205 parents were in attendance - 75% of the parents heard about the event from their children - The PTA president was a parent - Communities in Schools is present at the campus - Parent Cafecitos are held monthly
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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"> - An administrators survey was administered to all teachers - Findings: 1. 100% of the staff agree or strongly agree that the administration clearly communicate the goals of the school. 2. 30% of the staff agreed or strongly agreed that the administration favor some staff over others. 3. 88% of the staff feel that the administration made changes during the 2016-17 school year that were in the best interest of children. 4. 88% of the staff feel administration care about the staff's opinions regarding the school. - The OH dimension score for Morale Decrease from 87 to 47 2016 to 2017. - The OH dimension score for Cohesiveness decreased from 54 to 24 2016 to 2017 -The OH dimension score for Problem Solving Adequacy decrease from 89 to 39 in 2016-17 - The staff has varying perceptions about what constitutes an acceptable consequence - There are inconsistencies in adherence to and enforcement of the campus dress code - The average daily attendance rate is 95.25% - There were 95 discipline incidents during the 2016-17 school year. - There were 14 clubs students could participate in this year: <p>Patrols Broadcasting Year Book Student Book Store Chess Club Dancing Divas Valley Hi Voices Strings Drum Club Solar Cars Lego Club Young Astronauts Steam Team Robotics Club</p>
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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.
<input checked="" type="checkbox"/> Teacher attendance
<input checked="" type="checkbox"/> Teacher experience and years on campus
<input type="checkbox"/> Class size
<input type="checkbox"/> Staff retention rates
<input type="checkbox"/> Alignment of curriculum, instruction, assessment
<input type="checkbox"/> Alignment of CDB scores and STAAR results
<input checked="" type="checkbox"/> Effectiveness of planning and collaboration
<input checked="" type="checkbox"/> Professional development experiences and requests
<input type="checkbox"/> Other

Findings	Professional development was requested in the area of PLC - 22 staff members had 9 or more absences - 14 staff members had between 6 and 8.5 absences - 16 staff members had 5.5 or fewer absences - 75% of courses have fewer than 21 students - 28% of teachers had between 1 and 5 years of experience for the 16/17 school year - 25% of teachers had between 6 and 10 years of experience for the 16/17 school year - 9% of teachers had between 11 and 15 years of experience for the 16/17 school year - 22% of teachers had between 16 and 20 years of experience for the 16/17 school year - 10% of teachers had 21 years or more of experience for the 16/17 school year - More 5th grade students passed the Reading and Math STAAR than passed CDBs
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Priority Needs

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

Priority Need 1

Fewer than 8% of economically disadvantaged test takers achieved the advanced academic performance standard in any content area.

- 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

Priority Need 2

The Valley Hi At-Risk population are performing significantly lower in reading than all student population.

- 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

Priority Need 3

The staff is not consistently using Math Action Wall in conjunction with daily math instruction.

- 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: VALLEY HI ES

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 05/09/2018

SAT Member	Name	Signature
Principal	Andrew Morris	
Parent Community Representative	Nicole Brown	
Staff Representative	Candace Maldonado	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Andrew Morris	Principal
Rebecca Correa	Staff Member
Candace Maldonado	Staff Member
Stacey Winton	Administrator
Joe Garay	Staff Member
Samantha McCormick	Staff Member
Christi Lancaster	Staff Member
Nicole Brown	Parent
Brittany Hernandez	Staff Member

CAMPUS: VALLEY HI 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		Review STAAR DATA, Review SIP, Review TEAM MISSION/ TEAM GOALS/ TEAM BEHAVIOR NORMS, CIS Orientation,	Curriculum	STAFF	ALL		6
08/22/2017		IRI Training- Vocabulary Development Training	Instruction	STAFF	ALL		6
08/23/2017		Math Action Wall	Instruction	STAFF	ALL		6
10/09/2017		NISD Staff Development	Instruction	STAFF	ALL		6
11/20/2017		Teacher Choice	Curriculum	STAFF	ALL		6
11/21/2017		Teacher Choice	Curriculum	STAFF	ALL		6
02/19/2018		PLC Author/ Advisor	Instruction	STAFF	ALL		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	Approaches Standard	Meets Standard	
All Students	72%	36%	80%	74%	76%	69%	34%	16%	70%
African-American	60%	10%	70%	62%	72%	80%	60%	20%	70%
Hispanic	72%	36%	79%	70%	74%	67%	32%	15%	65%
White	86%	57%	88%	84%	86%	88%	25%	25%	75%
Economically Disadvantaged	66%	32%	70%	66%	68%	62%	30%	13%	60%
Special Education	35%	21%	60%	44%	48%	46%	29%	8%	50%
At-Risk	50%	9%	60%	58%	58%	51%	13%	3%	50%
Limited English Proficient	100%	33%	80%	62%	63%	100%	33%	0%	70%
Asian	50%	50%	70%	89%	78%	N/A	N/A	N/A	70%
American Indian	N/A	N/A	70%	73%	58%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	70%	75%	71%	N/A	N/A	N/A	N/A
Two or More	83%	67%	75%	80%	87%	83%	50%	17%	60%

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	Approaches Standard	Meets Standard	
All Students	53%	24%	70%	64%	62%	66%	37%	10%	55%
African-American	33%	33%	60%	53%	56%	N/A	N/A	N/A	50%
Hispanic	54%	21%	64%	60%	59%	66%	38%	10%	55%
White	50%	50%	70%	72%	73%	100%	0%	0%	60%
Economically Disadvantaged	49%	21%	70%	56%	52%	62%	38%	9%	50%

Special Education	17%	17%	50%	33%	32%	33%	33%	0%	30%
At-Risk	31%	8%	55%	44%	37%	42%	26%	6%	40%
Limited English Proficient	50%	0%	100%	54%	49%	0%	0%	0%	50%
Asian	N/A	N/A	70%	85%	72%	N/A	N/A	N/A	50%
American Indian	N/A	N/A	70%	61%	71%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	70%	67%	50%	N/A	N/A	N/A	N/A
Two or More	50%	50%	75%	70%	76%	N/A	N/A	N/A	50%

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	67%	32%	75%	79%	80%	75%	38%	16%	65%
African-American	40%	20%	60%	66%	72%	80%	60%	40%	65%
Hispanic	67%	30%	75%	77%	78%	74%	36%	15%	65%
White	86%	43%	90%	87%	88%	75%	25%	0%	65%
Economically Disadvantaged	63%	31%	70%	73%	73%	70%	34%	13%	65%
Special Education	58%	27%	65%	53%	56%	54%	29%	13%	50%
At-Risk	42%	9%	60%	67%	65%	60%	21%	4%	55%
Limited English Proficient	33%	0%	70%	73%	72%	100%	67%	33%	65%
Asian	50%	50%	70%	94%	86%	N/A	N/A	N/A	65%
American Indian	N/A	N/A	70%	78%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	70%	80%	78%	N/A	N/A	N/A	N/A
Two or More	83%	67%	85%	82%	89%	83%	67%	33%	65%

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	80%	49%	70%	73%	76%	78%	37%	14%	70%
African-American	67%	33%	70%	59%	68%	50%	50%	0%	50%
Hispanic	81%	46%	70%	68%	73%	77%	33%	12%	70%
White	100%	100%	70%	84%	87%	100%	50%	17%	70%
Economically Disadvantaged	78%	47%	70%	65%	67%	73%	35%	12%	55%
Special Education	50%	29%	60%	44%	46%	36%	14%	7%	40%
At-Risk	59%	17%	70%	56%	59%	68%	16%	5%	60%
Limited English Proficient	N/A	N/A	100%	57%	58%	100%	50%	0%	60%
Asian	0%	0%	70%	89%	75%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	70%	73%	60%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	70%	75%	93%	N/A	N/A	N/A	N/A
Two or More	100%	100%	70%	81%	86%	75%	50%	50%	60%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	95.1%	95.5%
African-American	95.4%	95.8%	93.8%	94%
Hispanic	95.6%	95%	95.1%	95.5%
White	96%	95.8%	96.3%	96.5%
Economically Disadvantaged	95.4%	94.4%	94.7%	95%
Special Education	94.5%	93.9%	93.4%	93.5%
Limited English Proficient	96.4%	95.8%	97.4%	97%
Asian	97.8%	96.8%	96.9%	96%
American Indian	95.3%	95.2%	N/A	N/A
Hawaiian Pacific Islander	95.5%	96.1%	N/A	N/A
Two or More	95.9%	96%	95.8%	95.5%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	0.9%	0.9%
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17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : Fewer than 8% of economically disadvantaged test takers achieved the advanced academic performance standard in any content area.

Goal : Valley Hi will have at least 12% of economically disadvantaged test takers meet standard at the advanced academic performance level in 2018 for all grades and subjects.

Goal Details

Student Groups Impacted	All Students, African American, Special Education, At Risk, Eco-Dis, White, ELL, Hispanic
Funding Needed	
Timeline for Implementation	2017-18 School Year

November Progress Check	<p>Data Tracking Sheet Common assessments Reading, Math, Writing, and Science</p> <p>3rd grade:</p> <p>Reading 30% (meeting our goal) Math 19% (Meeting our goal)</p> <p>4th grade:</p> <p>Reading 8% (Did not meet our goal)** Math 30% (Meeting our goal) Writing 16% (Meeting our goal)</p> <p>5th grade:</p> <p>Reading 17% (Meeting our goal) Math 15% (Meeting our goal) Science 40% (Meeting our goal)</p>
March Progress Check	<p>CDB Data (January)</p> <p>3rd Grade</p> <p>Reading 10% (Did not meet our goal)** Math 19% Meeting our goal</p> <p>4th Grade</p> <p>Reading 21% Meeting our goal Math 34% Meeting our goal Writing 9% (Did not meet our goal)**</p> <p>5th Grade</p> <p>Reading 13% Meeting our goal Math 21% Meeting our goal Science 28% Meeting our goal</p>

June Progress Check	<p>5th Grade STAAR</p> <p>Reading 13% Goal Met Math 25% Goal Met Science 12% Goal Met</p> <p>4th Grade STAAR</p> <p>Reading 14% Goal Met Math 28% Goal Met Writing 7% (Did not meet goal) **</p> <p>3rd Grade STAAR</p> <p>Reading 22% Goal Met Math 16% Goal Met</p>
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Activity 1

Activity	<p>Maintain PLC team that will lead the campus in the direction of full PLC</p> <ul style="list-style-type: none"> - Administration and 5th member of the PLC team will attend June Training - The team will create and implement a strategy for maintaining Valley Hi as a PLC campus, beginning with a summer staff development session - The team will create structures and milestones that will help monitor effectiveness and maintain accountability for the PLC - The team will explore how PLC structures can promote differentiated instruction
Person Responsible	<p>PLC Teams Administration Teachers</p>
Monitoring Measures	<p>Staff Development agenda and sign in Staff feedback Proposed strategy</p>
Title 1 Fund	<p>Yes</p>
Title 1 Campuses	<p>SWC 2, SWC 3, SWC 4, SWC 8, SWC 9</p>
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 2

Activity	<p>Follow District's lead on promoting and implementing PLC</p> <ul style="list-style-type: none"> -Sending staff to PLC conferences -Holding monthly PLC meetings -Leading staff development from district to present to staff <p>We will provide staff with STAAR review materials in all STAAR tested subject areas to increase mastery level with all student population.</p>
Person Responsible	Principal Instructional Leadership Team
Monitoring Measures	<p>Follow up staff development plan</p> <p>Agenda and sign in sheet from staff development sessions</p> <p>Valley Hi's working definition of DI published and presented to staff</p>
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 7, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	<p>Use high performing teachers to model for those who are not as proficient.</p> <p>We will Build the campus' capacity for cohesiveness (Our goal from OHI- Operational Health Inventory) by presenting motivational speakers who focus on team cohesiveness.</p>
Person Responsible	Principal Instruction Leadership Team Teachers

Monitoring Measures	Feedback from staff after each modeling session completes
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4, SWC 7, 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	We will implement and use day tutors to maintain and improve student academic success in STAAR tested areas. We will also enrich those students who are on the cusp of mastery.
Person Responsible	Campus administrators Team Leaders Content Specialists Day Tutors
Monitoring Measures	Lesson plans Walkthrough data (Tutors)
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, 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 5

Activity	Supplement interview panel questions with questions specific about critical campus initiatives, to include reading block components, behavior strategies and relationship building, and Differentiated Instruction.
Person Responsible	Principal
Monitoring Measures	Interview Questions
Title 1 Fund	Yes
Title 1 Campuses	SWC 3, SWC 5, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 2

Need : The Valley Hi At-Risk population are performing significantly lower in reading than all student population.

Goal : Design and Implement campus-wide expectations K-5th grade for reading interventions to include bi-weekly progress checks.

Goal Details

Student Groups Impacted	All Students, African American, Special Education, At Risk, Eco-Dis, White, ELL, Hispanic
Funding Needed	
Timeline for Implementation	2017-18 School Year

November Progress Check	<ul style="list-style-type: none"> -Campus Purchased 15 extra Lexia licenses -Campus purchased 25 extra I-Ready Reading licenses -Campus purchased 50 Dream Box licenses -Campus Reading Specialist will update principal with weekly reports on Intervention usage -Principal will monitor and redirect teachers who are out of compliance
March Progress Check	<p>6/7 Teachers improved student minutes during February from January.</p> <p>The teacher who was below minutes was counseled and coached on their minutes being out of compliance.</p> <p>Licenses are fluid. We used CDB Data to determine who still needs interventions and who does not.</p>
June Progress Check	<p>6/7 Teachers continued to meet the minimum required minutes during March to May.</p> <p>The teacher who was not meeting the requirements was given written reprimand.</p> <p>We continued to monitor and move licenses fluidly to make sure students who needed them were getting the proper support. Those who have grown out of the "Bubble" status gave up their licenses to those who were in significant need.</p>

Activity 1

Activity	Academic specialist and Technology support teachers will closely monitor all software based reading interventions.
Person Responsible	<ul style="list-style-type: none"> Reading / Writing specialist Computer teacher Administration
Monitoring Measures	<ul style="list-style-type: none"> -Bi-weekly reports will be turned into Academic specialist for review -Reading specialist will alert admin if performance or minutes are not met for interventions -Computer teacher will actively monitor morning interventions
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 6. Utilize technology in advanced and innovative ways to support instruction and facilitate learning
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
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Activity 2

Activity	Documented intervention walk-throughs
Person Responsible	Administration
Monitoring Measures	Walk-through form T-TESS
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4, SWC 8
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Campus Leadership team will collaborate to design and tweak current practices to closely fit our At-Risk populations specific needs.
Person Responsible	Reading Specialist Writing Specialist ILT team Administration
Monitoring Measures	Campus wide intervention will be on the first ILT Meeting Agenda Mid and end of the year progress check with ILT team Share ILT results with entire campus to collaborate further
Title 1 Fund	Yes

Title 1 Campuses	SWC 2, SWC 3, SWC 8
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	<p>We will provide the opportunity to foster a positive relationship between our community and the school.</p> <p>We will hold Family Academic Nights to maintain and increase our parental involvement, while sending a positive message about the time spent between family and school in relationship to positive academic performance. The parents will receive tools that will help promote academic success.</p>
Person Responsible	<p>Academic Specialists</p> <p>Administration</p> <p>Grade level teachers</p>
Monitoring Measures	<p>Sign in sheets for family events</p> <p>Surveys about academic nights (Feedback)</p> <p>ILT meeting minutes</p> <p>SAT/Parental involvement quarterly meetings</p>
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 6, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	(DATA PLANNING) Ensure classroom teachers and academic specialist use data from our data planning sessions to project future lessons and recursive review to ensure student progress in STAAR tested areas. To ensure current reading level data, the classroom teachers will IRI 4 times a year in a quiet non-threatening environment. Substitutes will be needed to ensure the teachers can provide these opportunities.
Person Responsible	Administration Classroom Teachers Academic Specialist
Monitoring Measures	Walk through Data Feedback Data
Title 1 Fund	Yes
Title 1 Campuses	SWC 3
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 3

Need : The staff is not consistently using Math Action Wall in conjunction with daily math instruction.

Goal : All staff will use Math Action wall daily in conjunction with daily math instruction.

Goal Details

Student Groups Impacted	All Students, African American, Special Education, At Risk, Eco-Dis, White, ELL, Hispanic
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Funding Needed	Local
Timeline for Implementation	2017-18 School Year
November Progress Check	<ul style="list-style-type: none"> -Administration have conducted 2 full walk throughs in every classroom through the first 9 weeks -District Math coordinator Marta Romo assisted on a round of walk throughs and collaborated with Valley Hi Principal for strengths and areas of need - Valley Hi Math Specialist conducted a Math action wall Training - Valley Hi Math Specialist scheduled "Math Action Wall Sharing" Vertical planning on November 27
March Progress Check	<ul style="list-style-type: none"> -On March 20th Math Specialist, Principal, and Special Education Campus coordinator all conducted walk throughs during math / MAW- Recursive review. -We used a form provided from District Math Coordinator Marta Romo to record data. -We discussed the data taken from the walk through forms. -We saw evidence in MAW being used consistently in 11 out of 15 rooms.
June Progress Check	<p>Staff Survey was conducted:</p> <p>Results:</p> <ul style="list-style-type: none"> - 3 of our staff feel that they still need a refresher training on Math Action Wall. - Most teachers feel they need training on computer based programs. - Most teachers needed training on instructional strategies.

Activity 1

Activity	Valley Hi Math specialist will present professional development on Math Action Wall 8/23/17.
Person Responsible	Susan Lewis Math Specialist
Monitoring Measures	Teachers will be held accountable for the information presented on 8/23/17. Admin Walk throughs
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4, SWC 5, 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 2

Activity	<p>Address Math lessons through Family Academic Night in a way that results in the following:</p> <ul style="list-style-type: none"> - Parents and community members have the opportunity to engage with and build relationships with school staff - Parent feedback - Parents receive tools that will help promote math literacy in the home - Parents have an increased capacity to create continuity between school and home math literacy - Parents and community members become advocates for Valley Hi's math literacy and academic goals
Person Responsible	<p>Instructional Leadership Team Math Specialist / Math/Science AST Administrators</p>
Monitoring Measures	<p>Sign in sheets for family event Survey for parents about family event (feedback) ILT meeting minutes and agenda addressing family event Number of attendees for past events, and number of attendees for this event</p>
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 6, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	<p>Implementation and monitoring of Math Action Wall in grades K-5</p> <p>Provide refresher training and restate expectations if necessary</p> <p>Identify key tenets to promote for the 2017-18 school year, and communicate expectations to staff</p> <p>Administrators and Math specialists conduct walkthroughs in order to provide monitoring, assessment for implementation, feedback, and coaching as required.</p>
Person Responsible	<p>Administrators</p> <p>Math Specialist / Science/Math AST</p> <p>Team Leaders</p>
Monitoring Measures	<p>Walkthrough data</p> <p>Specialist Data</p>
Title 1 Fund	Yes
Title 1 Campuses	SWC 3
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 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 : Promote campus fitness and health opportunities for students, staff, and family members.

Goal Details

Student Groups Impacted	All Students
Funding Needed	

Timeline for Implementation	2017-18 School Year
November Progress Check	Our Health and Wellness Coordinator (PE Coach) has worked closely with our Community in Schools Liaison to create a culture of wellness throughout the campus. Together they are developing activities and incentives for our staff to stay fit and relieve stress.
March Progress Check	At our February Family academic night and STAAR-Y night We presented a health fair with the help of our community in schools liaison. We participated in Hero's for Health in March and modeled healthy activity from our campus police officer, someone our students can look up to and follow their positive example.
June Progress Check	-We held our campus "Field day" with an emphasis on physical fitness. -We had USAF personnel volunteer and explain the importance of eating healthy and personal physical fitness. -Buffy Coleman our STAAR Rally guest speaker spoke to the students about the importance of healthy eating and frequent exercise. -Coach Lee (PE teacher) did a trivia activity while passing out healthy exercise equipment on the last day of school.

Activity 1

Activity	Have two Parent Cafecitos meetings (one in the fall and one in the spring) that address healthy eating, exercise, and the impact of a healthy lifestyle on student performance and overall well-being. We have adopted the "Raising Highly Capable Kids" program through our Community in Schools service.
Person Responsible	CIS Coordinator
Monitoring Measures	Cafecito sign-in sheet Agenda Evaluation and feedback forms
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Create a campus garden in order to: promote healthy food choices, provide opportunities for outdoor exercise, revise student attitudes about healthy foods, increase student engagement, and address TEKS across all content areas and the fine arts.
Person Responsible	Science AST Writing Specialist (Grant)
Monitoring Measures	Lesson plans Journals Photographs
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	Have at least 10% of the staff participate in the annual NEF 5K run/walk event.
Person Responsible	Vice Principal 5k Representative (Mrs. Gutierrez)
Monitoring Measures	Number of registrants for event
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	
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Activity 4

Activity	Have a campus-wide field day event that provides all students an opportunity to participate in engaging physical activities while practicing teambuilding skills healthy competition.
Person Responsible	PE Coach
Monitoring Measures	Feedback and evaluation forms Student attendance
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	
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	