

Northside Primary School 2018-2019

Campus Improvement Plan

2018-2019 School Year

Campus Improvement Plan
Northside Primary School 2018-2019

Committee Members - Planning and Decision Making

Name	Title	Campus / District	Term Ends
Reed, Sharon	Curriculum Director	Palestine ISD	9-2021
Dutton, Barbara	Principal	Northside Primary School	9-2020
Quarles, Breck	Assistant Principal	Northside Primary School	9-2019
Rosson, Amy	Teacher	Northside Primary School	9-2019
McComas, Kitty	Teacher	Northside Primary School	9-2021
Glenn, Laura	Teacher	Northside Primary School	9-2020
Kiser, Paula	Teacher	Northside Primary School	9-2020
Pritchett, Kayla	Teacher	Northside Primary School	9-2020
Wammack, Cammie	Teacher	Northside Primary School	9-2020
Lupo, Kelly	Teacher	Northside Primary School	9-2019
Rubalcava, Cindy	Teacher	Northside Primary School	9-2019
Alonso, Donna	Teacher	Northside Primary School	9-2019
Owens, Tabitha	Teacher	Northside Primary School	9-2020
Willoughby, Roxanne	Librarian	Northside Primary School	9-2020
Cornee, Darryl	Community Representative	Northside Primary School	9-2020
Timmons, matthew	Business Representative	Northside Primary School	9-2019
Youngblood, Brittany	Parent	Northside Primary School	9-2020

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Names of People Responsible For Implementation

Name	Title	Campus / District
Dutton, Barbara	Principal	Northside Primary School
Quarles, Breck	Assistant Principal	Northside Primary School
Caveness, Deborah	Counselor	Northside Primary School
Mack, Tobin	Nurse	Northside Primary School
Schoppe, Julia	Instructional Technology Teacher	Northside Primary School
Tubbs, Sherry	Interventionist	Northside Primary School

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process

CNA Process:

Each spring the CIP meets for a summative evaluation of the data in our campus improvement plan. Each committee/department reviews strengths, weaknesses, barriers, and successes of strategies. Recommendations are made to address the needs. Adjustments are made to the plan.

Northside Committee/Teams met 5/14/2018.

Areas of Concern:

1. Demographics

a. Data sources reviewed: Principal reviews annually

- * Enrollment
- * Daily attendance
- * Mobility/Stability
- * Special Program Participation
- * Socioeconomic status

b. Summary of Strengths

- * Our demographics have been stable over the past 5 years.

c. Summary of Weaknesses/Needs

- * Our high percentage of economically disadvantaged students presents a challenge to teachers to raise academic achievement.

d. Prioritized list of Needs:

- * Additional First Grade Teachers and Additional K teachers to reduce the pupil-teacher ratio.

e. Possible Actions:

- * Increase personnel budget.

2. Parent and Community Involvement:

a. Data sources reviewed: Annually by Parent Involvement committee

- * Volunteering opportunities
- * Open house attendance
- * Frequency of information disseminated
- * Involvement of parents and community in school decisions
- * Types of community partnerships

b. Summary of Strengths

We have a high percentage of parent participation when the students either present or participate.

c. Summary of Weaknesses/Needs:

- * We need parents volunteering during the day: mentoring, tutoring

d. Prioritized list of Needs:

- * Staff person (parent) to facilitate a parent volunteer program.

e. Possible Actions:

- * Hire part time parent volunteer coordinator/facilitator

3. Curriculum, Instruction and Assessment

a. Data Sources Reviewed three times a year by Campus Improvement Team:

- * Academic performance – Report Card grades, Student work, Benchmarks, Progress Monitoring, checklist
- * Completion rates – Promotion/graduation rates, Retention rates
- * Instructional programs/activities – monitoring, evaluating and modifying programs; maximize student engagement and learning
- * Instructional materials – Amount/quality of textbooks, Supplemental resources
- * Support personnel

b. Summary of Strengths

- * The District provides quality curriculum resourced consistent for every teacher. Progress monitoring and assessment are aligned and consistent across grade levels. Consistent time is budgeted for each core area.

c. Summary of Weaknesses/Needs

- * We need more classroom books for independent reading for emerging and early readers. We need lower teacher/pupil ratio.

d. Prioritized list of Needs

- * Classroom books
- * Library books

e. Possible Actions

- * Increase in 199 and 211 budget line for classroom books and library books.

4. Staff Quality, Professional Development, Recruitment and Retention

a. Data Sources Reviewed annually by WOW! Committee, Principal, and Assistant Principal

- * Qualified and highly effective status of personnel - Counselor
- * Professional development opportunities and resources
- * Staff demographics
- * Recruitment and retention strategies

b. Summary of Strengths

- * Highly effective Staff
- * New Teacher Academy
- * No turnover in Kindergarten
- * 1st grade turnover reduced from 9 to 4

c. Summary of Weaknesses/Needs

- * Class size is too large for economically disadvantaged population.

d. Prioritized list of Needs

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- * 2 1st grade teachers
- * 2 Kindergarten teachers

e. Possible Actions

- * Increase personnel budget

5. Technology

a. Data Sources Reviewed Annually by Principal

- * Amount, quality and availability of equipment, software
- * Extent to which teachers integrate technology into instruction
- * Type of computer systems available
- * Up-to-date /out-of-date hardware and software
- * Barriers preventing effective use of technology
- * Technology professional development opportunities

b. Summary of Strengths

- * Professional Technology Staff
- * New lab for 2 classrooms

c. Summary of Weaknesses/Needs

- * Aging technology in all classrooms

d. Prioritized list of Needs:

- * Headphones in the lab
- * iPads, laptops and getting old

e. Possible Actions:

- * Increase technology budget

6. School Context and Organization

a. Data sources reviewed Bi-annually by Principal, Assistant Principal, and CIT

- * Average class size
- * School Climate – Quality of student-teacher relationships; Student attitudes toward school; Teacher job satisfaction
- * Discipline referrals, Attendance and Tardiness
- * Classroom management and organization
- * Student, teacher, parents and community perceptions of the school – Surveys; Meetings

b. Strengths

- * We provide PD for new teachers beginning in summer and a new teacher mentor
- * We have multi-level team support, grade level weekly planning and PLC support for all teachers

c. Summary of Weaknesses/Needs

- * We need volunteer program on campus with a volunteer coordinator.

d. Prioritized list of Needs

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* Volunteer/Mentor program coordinator

e. Possible Actions

* Increase personnel budget to include a volunteer/mentor program coordinator

We support parents, solve issues quickly and completely. We support student social emotional needs through Conscious Discipline.

Federal Requirements - Schoolwide Program

ESSA requires three elements that are essential for effective implementation of a schoolwide program.

In accordance with the revised (12/10/15) Section 1114(b)(1) of Title I, Part A Statute, a Schoolwide program shall include the following federally required elements:

1. Conduct a comprehensive needs assessment - (SWP CNA) Schoolwide Comprehensive Needs Assessment. (Section 1114(b)(6))
 - a. Includes academic achievement of students.
 - b. Needs of students who are failing, or are at-risk of failing, to meet State standards.
 - c. Barriers for educators, students and parents.

2. Prepare a comprehensive schoolwide plan - (SWP CIP) Campus Improvement Plan. (Section 1114(b))
 - a. Provide opportunities for all children to meet the challenging state academic standards.
 - b. Instructional strategies that strengthen the academic program in the school.
 - c. Increase the amount and quality of learning time.
 - d. Address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.
 - e. Includes the involvement of Parents, Community members, Teachers, Principal, Other school leaders.
 - f. Regular monitoring and revision as necessary based on student needs.
 - g. Available to the LEA, parents, and the public, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

3. Conduct outreach to parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs – (SWP SPFE) School Parent and Family Engagement Requirements. (Section 1116(b-c))
 - a. School Parent and Family Engagement Policy.
 - b. Shared Responsibilities for High Student Academic Achievement.
 - c. Building Capacity for Involvement.

Federal Requirements - Schoolwide Program Components

Northside Primary conducts a Title I Schoolwide Program on the campus. The Schoolwide Elements are addressed in the Campus Improvement Plan under the following goals.

1. Conduct a Schoolwide Comprehensive Needs Assessment (SWP CNA).

- Goal #1: Campus Performance Objectives Strategy
- Goal #1: Foundation Program Strategy
- Goal #1: Accelerated Instruction Strategy

2. Prepare a comprehensive Schoolwide Plan (SWP CIP).

- Goal #1: Accelerated Instruction Strategy
- Goal #2: Professional Development Program
- Goal #2: Recruitment and Retention Initiatives
- Goal #3: Safe Schools Initiatives Strategy
- Goal #3: Counseling Responsive Services Strategy
- Goal #5: Career Guidance and Counseling Strategy

3. Conduct outreach to parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs. (SWP SPFE)

- Goal #4: Parent and Community Involvement Strategy
- Goal #4: Shared Responsibility for High Student Academic Achievement Strategy
- Goal #4: Building Capacity for Involvement Strategy

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Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)] (SWP CNA, CIP) Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Campus Performance Objectives (SWP CNA) - The Superintendent and Chair of the DPDMC will assist the Northside Primary SBDMC with guidance in setting the campus' performance objectives. Districtwide performance objectives are based on data available through the comprehensive needs assessment process.</p> <p>After each benchmark (middle, and end of year), data will be analyzed and targeted intervention will begin. Intervention will be provided by special and general education teachers and highly qualified paraprofessionals.</p> <p>Northside Primary will adopt performance objectives reflective of their students' unique needs.</p>	8/2018 - 5/2019	Principal - Barbara Dutton	Local Funds - Time Contributions of Committee Members	Informal Assessment :Classroom Assessments-12/18: Increased academic achievement on Benchmarks.	Increased student achievement.	Informal Assessment :Classroom Assessments-05/19: 80% of all students and each student group, including Special Education students tested, passes all portions of the language arts, science and math assessment standards
<p>Strategy:</p> <p>Foundation Program (SWP CNA) - Teachers and staff implement scientifically research-based instructional strategies, activities and initiatives to increase the amount and quality of learning time, promote accelerated instruction and provide educational enrichment to all students. The educational system is grounded in the state's Texas Essential Knowledge and Skills (TEKS) that ensures the curriculum vertically aligns and supports the state-adopted assessment program. This will provide opportunities for all students to meet the state's proficient and advanced levels of student performance.</p>	8/2018 - 5/2019	Principal - Barbara Dutton Assistant Principal - Breck Quarles Counselor - Deborah Caveness	Local Funds - Time Contributions of Foundation Staff	Informal Assessment :Classroom Assessments-12/18: Increased academic achievement on Benchmarks.	Increased student achievement.	Informal Assessment :Classroom Assessments-12/18: Increased academic achievement on Benchmarks.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Local Assessments Instruments (SWP CNA) - Students in Kindergarten and 1st grade are given pre-assessments to determine if they are performing on grade level. These include the ITBS and Istation for Kindergarten and 1st graders. Teacher generated tests are given to both grades with a performance level of 70% or above indicating on grade level. Assessment instruments and procedures and provided to ensure that assessment is consistent across the grade level, assessments support objective and standards, and provides progress monitoring through TPRI, DRA, Istation, running records, weekly tests, checklists and benchmarks. Throughout the year, formative assessments are given to students in both grades. These include Benchmark tests given twice a year and classroom assessments given upon completion of a unit. Other assessment given include Istation, Accelerated Learning administered every two weeks to At-Risk students and monthly to students on grade level.	8/2018 - 5/2019	Principal - Barbara Dutton Assistant Principal - Breck Quarles Counselor - Deborah Caveness	Federal - Title I, Part A - Assessment Resources \$13,000.00	Informal Assessment :Classroom Assessments - - 12/18: Increased academic achievement on Benchmarks.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/19: 80% of all students and each student group, including Special Education students tested, passes all portions of the language arts, science and math assessment standards.

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Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)] (SWP CNA, CIP) Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Dropout Prevention Program - Dropout prevention and intervention efforts begin in Prekindergarten in Palestine ISD. Through enhanced dropout prevention efforts, 100% students will remain in school until they obtain a diploma. Students are encouraged to set high personal goals at an early age and are provided with supplemental programs and activities such as Tutorials and Individualized Assistance to assist them in their academic success.	8/2018 - 5/2019	Principal - Barbara Dutton	Local Funds - Time Contributions of Faculty and Staff	Informal Assessment :Classroom Assessments - -12/18: Attendance Records reflect an attendance rate at 97% or above.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/19: 100% of students will be promoted to the next grade level.
Strategy: Accelerated Instruction (SWP CIP) - Palestine ISD uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students that enable them to be performing at grade level at the conclusion of the next regular school term. Students receiving assistance under SCE are identified using the State criteria defined under TEC Section 29.081 – Revised 2013 or local criteria that have been approved by the school board. Students receiving assistance under Title I, Part A are those students failing or most at-risk of failing to meet the state's academic achievement standards. Schoolwide programs meet the educational needs of all children, particularly those identified as having the greatest needs.	8/2018 - 5/2019	Principal - Barbara Dutton Interventionist - Sherry Tubbs	Local Funds - Time Contributions of Staff Federal - Title I, Part A - Assessment Resources \$13,000.00		Increased student achievement.	Documents :School Records- 5/19: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions implemented.

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Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Supplemental Pullout classes - Northside Primary will provide supplemental ELA pullout classes daily for 30 minutes. These classes are for students who score below 70% on iStation grade level assessments. They will continue to receive services until they reach 80% or higher on iStation assessments.</p>	8/2018 - 5/2019	Interventionist - Sherry Tubbs	Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessments - - 12/18: Increased academic achievement on Benchmarks.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/19: 80% of all students and each student group, including Special Education students tested, passes all portions of the language arts, science and math assessment standards.
<p>Activity:</p> <p>Computer Assisted Instruction - Northside Primary will provide supplemental computer assisted instruction through iStation in ELA and Math for Kindergarten and 1st grade students. Tier 2 and Tier 3 students will receive an hour of support weekly, while Tier 1 students will receive 30 minutes.</p>	8/2018 - 5/2019	Interventionist - Sherry Tubbs	Federal - Title I, Part A - iStation Site License \$10,417.35	Informal Assessment :Classroom Assessments - - 12/18: Increased academic achievement on Benchmarks.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/19: 80% of all students and each student group, including Special Education students tested, passes all portions of the language arts, science and math assessment standards.
<p>Activity:</p> <p>Individualized Instruction - The paraprofessional will provide small group and individualized assistance while working under the direct supervision of the certified regular education teachers assigned. The aide will assist students with subject mastery in Reading, Math, Science or Social Studies.</p>	8/2018 - 5/2019	Interventionist - Sherry Tubbs	Federal - Title I, Part A - Time Contributions of Paraprofessional FTE: 0.50 \$9,566.22	Informal Assessment :Classroom Assessments - - 12/18: Increased academic achievement on Benchmarks.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/19: 80% of all students and each student group, including Special Education students tested, passes all portions of the language arts, science and math assessment standards.

Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)] (SWP CNA, CIP) Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Special Education Assessment - A student will be referred for a full and individual initial evaluation for possible Special Education Services when there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies and activities. If a student has limited English proficiency, a member of the Language Proficiency Assessment Committee (LPAC) participates in a pre-referral. The referral may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. School personnel will complete the referral in accordance with Texas Education Code (TEC) §29.024, related to the 45 calendar day time line. Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status. Evaluations include: * Weschsler Preschool and Primary Scale of Intelligence (WPPSI) * Kaufman Test of Educational Achievement, Third Edition (KTEA-3) * Woodcock Johnson * Gilliam Autism Rating Scale (GARS) * Comprehensive Assessment of Spoken Language (CASL) * Other assessments specific to suspected disability and referral Progress monitoring is done to ensure SMART Goal progress is	8/2018 - 5/2019	Principal - Barbara Dutton Counselor - Deborah Caveness	State - State Special Education Block Grant - Assessment Instruments		Increased student achievement.	Documents :School Records - - 05/19: 100% of all referrals for Special Education services have proceeded through the process in compliance with federal regulation and Commissioner Rules.

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Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>being made by all students. All regular education instructional strategies will be exhausted before Special Education referral is made.</p> <p>Reevaluation will occur no less than every three years. The ARD Committee will meet to review existing data and determine the scope of the reevaluation.</p> <p>Activity:</p> <p>Special Education Modifications - Palestine ISD provides a range of educational programs and different instructional arrangements for students with disabilities. The appropriate instructional setting will be determined for each student by ARD committees.</p> <p>Life Skills classes, Resource classes and daily Pullout classes are available for students. Mainstreamed students are monitored by the Special Education teachers. Each regular education teacher is provided a copy of their students' IEPs. If the ARD Committee deems it advantageous, students with disabilities are ARDed into Special Programs classes, i.e., State Compensatory Education and Title I, Part A. The "Least Restrictive Environment" required for academic success is always a main consideration.</p>	8/2018 - 5/2019	Principal - Barbara Dutton	State - State & Local Funds - Time Contributions of Special Education Staff	Informal Assessment :Classroom Assessments - - 12/18: Increased academic achievement on Benchmarks.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/19: 80% of all students and each student group, including Special Education students tested, passes all portions of the language arts, science and math assessment standards.

Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)] (SWP CNA, CIP) Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Related Services - The ARD committee assures that the need for related services is considered for each student with disabilities and there is evidence of the link between the need for the related service and educational benefit to the student. Related Services are provided to all students for the time specified in their IEPs, with gaps in services made up in a timely manner. These services may include Occupational Therapy, Physical Therapy, Speech Therapy, Visually Impaired Services, and Auditory Impaired Services.	8/2018 - 5/2019	Counselor - Deborah Caveness	State - State & Local Funds - Time Contributions of Related Services Personnel		Increased student achievement.	Documents :Student Records - - 05/19: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs.
Strategy: Bilingual Program - Northside Primary offers both an ESL program and a Bilingual program whose goal is to enable English Language Learners (ELLs) to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods. The ESL program shall emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable (ELLs) to participate equitably in school.	8/2018 - 5/2019	Principal - Barbara Dutton	Local Funds - Time Contributions of Staff	- See Activities Below.	Increased student achievement.	- See Activities Below.

Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)] (SWP CNA, CIP) Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>ELL Assessment - Within four weeks of a student's enrollment, a home language survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder.</p> <p>Agency-approved oral and written English language proficiency tests are administered to students to provide information needed for identification, placement and re-designation of ELLs. These include the IDEA Language Proficiency test (IPT) and Woodcock Munoz Language Survey.</p> <p>The Texas English Language Proficiency Assessment System (TELPAS) is to be administered to ELLs in grades 1 – 2. This is a multi-choice reading test, holistically-rated writing collection and holistically rated speaking and listening assessments.</p> <p>The Language Proficiency Assessment Committee (LPAC) – comprised of a professional bilingual educator, a professional transitional language educator, a parent of an ELL who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention.</p>	8/2018 - 5/2019	Principal - Barbara Dutton Counselor - Deborah Caveness	Local Funds - Assessment Resources	Informal Assessment :Classroom Assessments - - 12/18: Increase in the number of students passing formal and informal assessment instruments, as well as computer-adapted assessments, as the assessment and intervention process is refined.	- 5/19: 90% of students passing formal and informal assessment instruments.	Informal Assessment :Classroom Assessments - - 5/19: 90% of students passing formal and informal assessment instruments.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Modifications for ELL students - Bilingual classrooms are supported by a full-time bilingual paraprofessional. ESL support is also available in the regular classrooms from a certified ESL teacher who will facilitate classes. English Language Proficiency Standards (ELPS) are incorporated in lesson planning to increase student understanding and performance. Intervention support is available to students identified as struggling through inclusion support by specials teachers, tutoring, research-based strategies, differentiated instruction, and enrichment programs.	8/2018 - 5/2019	Principal - Barbara Dutton	Federal - Title III, Part A - ELA - Time Contributions of Bilingual Aide FTE: 1.00 <p style="text-align: right;">\$20,019.53</p> Federal - Title III, Part A - ELA - Supplemental Instructional Resources <p style="text-align: right;">\$2,639.00</p>	Informal Assessment :Classroom Assessments - - 12/18: Increased academic achievement on Benchmarks.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/19: 80% of all students and each student group, including Special Education students tested, passes all portions of the language arts, science and math assessment standards.

Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)] (SWP CNA, CIP) Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Exit from Program - Students in grade Kindergarten cannot be exited from a Bilingual Education Program. An annual review is still conducted by LPAC, but ELLs cannot be reclassified as English proficient in this grade level (TAC 89.1225(i)). Exit criteria are applicable to students in grade 1 who are identified as Bilingual, ESL or Parental Denials. A parent and/or guardian must sign the exit notification/parent permission form before a student is exited from the ESL program.</p> <p>To exit from a bilingual program, a student may be classified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English, instructional program.</p> <p>The LPAC reviews each limited English proficiency student's progress at the end of the school year in order to determine future appropriate placement. The following criteria will be used to determine whether a student is academically successful:</p> <ul style="list-style-type: none"> * the student meets state performance standards in English of the criterion-referenced assessment instrument required in the Texas Education Code, §39.023, for the grade level as applicable and * the student has passing grades in all core academic subjects and courses taken. <p>The LPAC will monitor students who exit the ESL program for two years. The scores from state approved achievement test(s) - if administered, criterion-referenced tests in reading and/or writing, local assessments, English</p>	8/2018 - 5/2019	Principal - Barbara Dutton Counselor - Deborah Caveness	Local Funds - Time Contributions of Staff	Documents :School Records -- 12/18: 80% of students served in the program have met LPAC expectations based on results of an oral language proficiency test.	Students exiting ELL designation by LPAC.	Informal Assessment :Classroom Assessments -- 05/19: 80% of all students and each student group, including Special Education students tested, passes all portions of the language arts, science and math assessment standards.

Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)] (SWP CNA, CIP) Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
proficiency tests, teacher observations, parental viewpoints and records noting academic progress will be used. Strategy: Dyslexia Program - Palestine ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below. (1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity. (2) "Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability. Students who are identified as having dyslexia are provided a reading intervention program that is individualized to meet the unique learning needs of the student. Monitored students not progressing in line with their peers may be recommended for reevaluation; and if necessary a more intensive specialized program will be prescribed.	8/2018 - 5/2019	Principal - Barbara Dutton	Local Funds - Time Contributions of Staff	- See Activities Below.	Increased student achievement.	- See Activities Below

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Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)] (SWP CNA, CIP) Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Dyslexia Assessment - The district Dyslexia Coordinator coordinates the identification of students with dyslexia with the individual campuses. Children are given several assessments that measure the level of phonological awareness, the knowledge of letter names and sound, the ability to read and decode single words in isolation, understanding of what they read, understanding of what is read to them and how well they are able to organize and sequence thoughts in writing. Assessments used include Comprehensive Test of Phonological Processing (CTOPP) and Gray Oral Reading Test. The Section 504 Committee receives the results of the evaluation and determines the most appropriate instruction program for the child, and develops an individual education plan for him/her that will include and modifications or accommodations that may be needed. 504 meetings are held yearly and parents are welcome to attend.	8/2018 - 5/2019	Principal - Barbara Dutton	Local Funds - Assessment Resources	Informal Assessment :Classroom Assessments - - 12/18: Increased academic achievement on Benchmarks.	Increased student achievement.	Informal Assessment :Campus-designed Developmental Checklist - - 05/19: 80% of all students and each student group, including Special Education students tested, passes all portions of the language arts, science and math assessment standards.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Modifications for Dyslexia - At Northside Primary, students who are identified as having dyslexia are provided a reading intervention program that is individualized to meet the unique learning needs of the student. Monitored students not progressing in line with their peers may be recommended for reevaluation; and if necessary a more intensive specialized program will be prescribed. The program that is used is the Multisensory Teaching Approach (MTA). It is a sequential program designed specifically for student to develop their language skills. Identified students participate in a daily 60 minute Pullout Program.	8/2018 - 5/2019	Principal - Barbara Dutton	Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessments - - 12/18: Increased academic achievement on Benchmarks.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/19: 80% of all students and each student group, including Special Education students tested, passes all portions of the language arts, science and math assessment standards.

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Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)] (SWP CNA, CIP) Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>504 Program - Students classified as 504 are those who have a physical or mental impairment which limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks, as well as an academic need. Assessments are administered if students are demonstrating chronic difficulties unresponsive to intervention strategies to determine need for ARD or 504 determinations.</p> <p>The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data.</p> <p>Testing Accommodations may include the following: Individual or small group administration, supplemental aides, and extra time.</p> <p>Environmental accommodations may also be made for students. These may include: Change student seating as needed for the situation, adapt environment to avoid distractions and alter supplies for easier access.</p> <p>Strategy:</p> <p>Gifted and Talented Program - Palestine ISD has adopted a process for identifying and serving gifted and talented students who are defined as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who: 1) exhibits high performance capability in an intellectual, creative, or artistic area; 2) possesses an unusual capacity for leadership; or (3) excels in a specific academic field.</p>	8/2018 - 5/2019	Counselor - Deborah Caveness	Local Funds - Time Contributions of Staff		Increased student achievement.	Informal Assessment :Classroom Assessments-05/19: 80% of all students and each student group, including Special Education students tested, passes all portions of the language arts, science and math assessment standards.
	8/2018 - 5/2019	Counselor - Deborah Caveness	Local Funds - Time Contributions of Staff	Documents :Counseling Records- 12/18: All students referred for consideration have completed the process in a timely manner and those identified as G/T are offered the opportunity to participate in the program, per Counselor Records.	Increased student achievement.	Informal Assessment :Classroom Assessments-05/19: 100% of the G/T students will achieve scores within the 95% to 100% range on assessment instruments administered at the end of the year.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: GT Assessment - Kindergarten students are identified in the spring and 1st grade students are identified in the fall. Students go through a nomination and assessment process for G/T identification that includes a minimum of 3 appropriate criteria that include both qualitative and quantitative measures. Final selection of students for services is made by a committee of at least three local district or campus educators who have received training in the nature and needs of gifted students (19 TAC §89.1). Criteria include teacher recommendations, parent nominations, ITBS, and CogAT. Coordinator's records indicate all students referred for consideration have completed the process in a timely manner, and those identified as G/T are being served within their regular education class or through a pullout program.	8/2018 - 5/2019	Counselor - Deborah Caveness	Local Funds - Assessment Resources		Increased student achievement.	Documents :School Records -- 05/18: 100% of students nominated for gifted and talented have been screened and if identified, receive services commensurate with their abilities.
Activity: Modifications for GT Students - G/T students are served by an Honors Launch class. The program provides a differentiated curriculum and an array of learning opportunities emphasizing content in the four major core areas. Students also participate in Spanish and STEM classes.	8/2018 - 5/2019	Counselor - Deborah Caveness	Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessments - - 12/18: Increased academic achievement on Benchmarks.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/19: 80% of all students and each student group, including Special Education students tested, passes all portions of the language arts, science and math assessment standards.

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Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)] (SWP CNA, CIP) Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Ancillary Services - Palestine ISD provides Ancillary Services or "related services to all students to ensure that variables beyond their control do not compromise academic performance or compel them to drop out of school.	8/2018 - 5/2019	Principal - Barbara Dutton Assistant Principal - Breck Quarles Counselor - Deborah Caveness	Local Funds - Time Contributions of Ancillary Staff	Informal Assessment :Classroom Assessments-12/18: Increased academic achievement on Benchmarks.	Increased student achievement.	Informal Assessment :Classroom Assessments-05/19: 80% of all students and each student group, including Special Education students tested, passes all portions of the language arts, science and math assessment standards.
Activity: Counseling Services - The School Counselor provides the following services: * 1:1 and small group counseling sessions, * Focused informal groups - behavior, attendance, * Assistance with testing coordination, * Parent Training, and * Individual student planning.	8/2018 - 5/2019	Counselor - Deborah Caveness	Federal - Title I, Part A - Time Contributions of Counselor FTE: 0.50 \$32,864.41	Documents :Counselor Records - - 12/18: The Counselor's records indicate that students referred for assistance have been contacted and as appropriate, received assistance. The Counselor has completed the Calendar of Events and Activities for the first semester and has appropriate evaluation data to measure the effectiveness of each major activity or contribution-prevention and/or intervention.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/19: 80% of all students and each student group, including Special Education students tested, passes all portions of the language arts, science and math assessment standards.
Activity: Homeless Services - The Homeless Liaison will work with the district administrators and counseling and nursing personnel in the identification and the provision of ancillary services to homeless students to ensure there is no disruption in the students' education. Palestine ISD will be in compliance with federal Homeless regulations.	8/2018 - 5/2019	Principal - Barbara Dutton	Federal - Title I, Part A - Homeless Resources \$500.00	Documents :School Records - - 12/18: The Homeless Liaison will have conducted districtwide meetings to disseminate pertinent information to all personnel regarding the responsibilities the district and Title I have to the Homeless students.	Increased student achievement	Documents :School Records - - 5/19: 100% of the homeless students identified received appropriate services based on their needs assessment.

Goal: 2 Attract and retain a highly qualified faculty and provide all teachers with staff development that assures all state mandates regarding faculty training requirements and all priority district needs are met. (SWP CNA, CIP) [TEC §4.001 (b)(6)(9)] Objective(s): K-1st 100% of the Northside teachers will participate in meaningful staff development.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Professional Development Program [SWP CIP] - Through the SBDMC, teachers participated in the Professional Development (PD) needs assessment process, recommending programs and activities and approving the PD plan for the district that: * provide professional development for T-TESS and writing SMART Goals for Domain I planning, professional growth and development; * will be intense and sustained; * are tied to the TEKS and STAAR; * will apply research to meet the learning needs of all students, i.e., students meeting the State-adopted "at-risk" criteria, 504 students, students with disabilities, Gifted and Talented (G/T), etc. and * will enable all children to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet.	8/2018 - 5/2019	Principal - Barbara Dutton	Federal - Title I, Part A - Professional Development Travel, Registration \$1,020.00	Documents :PD Records-08/18: The SBDMC will have designed a PD program that meets the needs of the Northside Primary faculty and is coordinated with the Palestine ISD PD program. Documents :PD Records-04/19: The Principal and SBDMC have reviewed the list of PD activities determining that 100% of the teachers have participated in activities that support their individual needs.	Increase in student performance as professional development activities focus on weaknesses in the educational system—faculty, students and resources.	

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Goal: 2 Attract and retain a highly qualified faculty and provide all teachers with staff development that assures all state mandates regarding faculty training requirements and all priority district needs are met. (SWP CNA, CIP) [TEC §4.001 (b)(6)(9)] Objective(s): K-1st 100% of the Northside teachers will participate in meaningful staff development.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Professional development programs - Provide meaningful professional development basses T-TESS, State and local criteria to all teachers and campus staff. Activities include: * Technology/Smartboard/iPad training * Core content and instructional/cross curricular strategies * Differentiated instruction and classroom management * ESL/Bilingual strategies * Balanced Literacy, Phonics – Neuhaus, DRA, TPRI, Comprehension/Vocabulary/fluency * Special needs/Inclusion, autism, dyslexia * Teachers will share learning from professional development at PLCs, faculty or grade level meetings. Training will be provided through in-service, conference, ESCs, distance learning, webinars and by campus staff. The Professional Development Program will be evaluated in light of students' performance to ensure that the program as a whole and individual activities have a positive impact on student achievement.	8/2018 - 5/2019	Principal - Barbara Dutton	Federal - Title II, Part A - Supporting Effective Instruction - District level Contracted Professional Development \$16,000.00 Federal - Title III, Part A - ELA - Professional Development Travel and Registration \$450.17	Informal Assessment :Classroom Assessments - Increased student achievement on assessments.	Increase in student performance as professional development activities focus on weaknesses in the educational system—faculty, students and resources.	Documents :PD Records - - 04/19: The Principal and SBDMC have reviewed the list of PD activities determining that 100% of the teachers have participated in activities that support their individual needs.

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Goal: 2 Attract and retain a highly qualified faculty and provide all teachers with staff development that assures all state mandates regarding faculty training requirements and all priority district needs are met. (SWP CNA, CIP) [TEC §4.001 (b)(6)(9)] Objective(s): K-1st 100% of the Northside teachers will participate in meaningful staff development.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Recruitment and Retention Initiatives (SWP CIP) - The SBDMC will be involved in the process of developing recruitment and retention initiatives and strategies. Administrators representing Palestine ISD will attend university job fairs to ensure that a diverse pool of applicants are being actively recruited. An interview committee will be used to select candidates who best fit the needs of the campus. Recruiting activities will ensure that Northside Primary has 100% fully certified faculty in each teaching position, as defined by ESSA.</p> <p>Northside Primary ensures professional development opportunities are available for staff to be able to maintain and enhance their fully certified status and reimbursement for Teacher Certification fees are provided. New teachers will be provided mentors and participate in the New Teacher Academy. All teachers must be fully certified or enrolled in an alternative certification program prior to employment at Northside Primary.</p>	8/2018 - 5/2019	Principal - Barbara Dutton	Federal - Title II, Part A - Supporting Effective Instruction - Certification Expenses \$2,729.00	Documents :School Records- 05/19: 100% Fully Certified Faculty.	100% Fully certified and effective staff.	

Goal: 3 Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP) [TEC §4.001(b)(3)(8)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Attendance Incentives and Strategies - Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct, Student/Parent Handbook, during open house and during parent meetings.</p> <p>Weekly rewards are given to class with the highest attendance.</p> <p>Parents will be contacted through conferences, phone calls, emails and home visits for both excessive absences and tardies. Truant officers will be contacted when necessary and Saturday School will be used to make up unexcused absences.</p> <p>The Principal will ensure that the campus attendance procedures are up to date at the beginning of the school year.</p>	8/2018 - 5/2019	Principal - Barbara Dutton Assistant Principal - Breck Quarles	Local Funds - Time Contributions of Staff	Documents :Parent Contact Log- 8/18: All Parents will be provided with attendance requirements.	Decrease in unexcused absences and chronic absenteeism.	Documents :School Records- 5/19: Attendance records will indicate that all students and all student groups have an attendance rate of not less than 97%. Student groups whose attendance rates have been higher will meet or exceed those rates.

Goal: 3 Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP) [TEC §4.001(b)(3)(8)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Coordinated School Health Program (CSHP) - The CSHP is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving student's overall health and academic achievement. The CSHP integrates the following eight components into health instruction: 1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy; 2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care; 3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being; 4. Counseling services designed to improve the mental, emotional and social health of students; 5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities; 6. School, parent and community involvement in the health and well-being of students; 7. A physical education curriculum that integrates mental and physical learning experiences to promote optimum overall student health and social development; and 8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.	8/2018 - 5/2019	Principal - Barbara Dutton	Local Funds - Time Contributions of Staff	Documents :Student Records-12/18: 80% of students will be meeting or exceeding minimum expectations on health and fitness related benchmark assessments.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :School Records- 05/19: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.

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Goal: 3 Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP) [TEC §4.001(b)(3)(8)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Health and Fitness activities -The SHAC Committees will continue to provide health, wellness and physical fitness activities for staff and students of the Northside campus and the district. Student fitness activities include: * Increase PE to 3 days a week * Participate in the Northside Fitkids program * Participate in District Sport Development Activities Elementary Night at PHS for each sport	8/2018 - 5/2019	Principal - Barbara Dutton Assistant Principal - Breck Quarles	Local Funds - Time Contributions of SHAC Committee	Documents :School Records -- 12/18: 80% of students will be meeting or exceeding minimum expectations on health and fitness related benchmark assessments.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :School Records -- 05/19: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.
Strategy: Safe Schools Initiatives (SWP CIP) - In an effort to promote "Safe Schools", Northside Primary School will promote special initiatives and activities that support the Safe School environment. Activities may include: * Develop, maintain and improve procedures and rules for common areas and classrooms * Plan and incorporate and emergency response protocol and practice throughout the year * Review and practice EOP for evacuation, fire, and tornado drills and lock-down procedures. * Continue the use of the Raptor safety system for visitor check-ins/badges.	8/2018 - 5/2019	Principal - Barbara Dutton Assistant Principal - Breck Quarles Counselor - Deborah Caveness	Federal - Title IV, Part A SSAEP - District Contracted Security Officer \$50,000.00		Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :Discipline Referrals- 05/19: An improvement in student behavior and a decrease in discipline referrals by 50% due to students' improved physical, social, mental and emotional health.

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Goal: 3 Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP) [TEC §4.001(b)(3)(8)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Drug Use, Violence Prevention and/or Intervention Programs and Activities [SWP CIP] - The staff of Northside Primary has strategies and activities available to maintain an atmosphere conducive to learning. Activities include, but are not limited to: * Honorable Character Education will be continued * Conscious Discipline Bullying Prevention Curriculum will be used to provide consistent lessons will be throughout the year * Cardio Fitness lab/Character building for students needing self-control support. * Personal training for students in the classroom setting. * Provide on campus training of symptoms/prevention of child abuse	8/2018 - 5/2019	Principal - Barbara Dutton Assistant Principal - Breck Quarles Counselor - Deborah Caveness	Federal - Title IV, Part A SSAEP - District Security Resources <p style="text-align: right;">\$16,927.00</p>		A safe and disciplined school environment for all students, staff, and community members.	Documents :Discipline Referrals - - 05/19: An improvement in student behavior and a decrease in discipline referrals by 50% due to students' improved physical, social, mental and emotional health.

Goal: 3 Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP) [TEC §4.001(b)(3)(8)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Counseling Responsive Services (SWP CIP) - The counselor will conduct responsive services in prevention and intervention areas. Areas of focus will include: <ul style="list-style-type: none"> * Academic concerns * School-related concerns such as misbehavior, excessive absences and tardiness * Dropout prevention * Physical, sexual or emotional abuse * Coping with stress * Discipline management * Health and wellness * Drug and Alcohol abuse prevention * Bullying * Suicide prevention * Conflict resolution * Violence prevention * Parent education The counselor and classroom teachers will deliver age-appropriate guidance curriculum focusing on: <ul style="list-style-type: none"> * Self-Esteem Development * Good Character * Emotion Management * Motivation to Achieve * Decision-Making Skills * Goal Setting * Planning and Problem-Solving Skills * Interpersonal Effectiveness * Communication Skills * Cross Cultural Effectiveness * Responsible Behavior 	8/2018 - 5/2019	Counselor - Deborah Caveness	Local Funds - Time Contributions of Counselor	Documents :Counseling Records- 12/18: Documentation of scheduled staff meetings to discuss and monitor any situation that may need extra attention.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :Counseling Records- 05/19: Counselor Records indicate that referrals to counselor have decreased as compared to the previous year.

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Goal: 4 Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)]						
Objective(s): K-1st By May 2019, at least 90% of all students' parents and/or family member will participate in at least one school sponsored academic activity for or with their child. K-1st Increase positive attitude of Northside Primary School throughout the school and community as evidenced by increased positive comments from the family/community survey.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Parent and Family Engagement (SWP SPFE) - Palestine ISD will jointly develop with, and distribute to, parents and family members of participating children, a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.</p> <p>The Family Engagement policy was last evaluated on 5/14/2018.</p> <p>The Parent and family Engagement Policy will be available on the campus, on the website, in the Student Handbook, and at parent meetings. It is distributed in English and Spanish.</p> <p>The campus will inform parents of the school's participation in a Schoolwide Program and of their right to be involved in planning, reviewing and improvement of programs. The campus will actively recruit the participation of a diverse population of parents. The meetings will be scheduled on Tuesdays during the afternoon, after school and in the evenings at the campus. Parents will be invited to come and a Public Notice will be posted.</p>	8/2018 - 5/2019	Principal - Barbara Dutton	Federal - Title I, Part A - Family Engagement Resources \$1,505.00		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents :Parent Involvement Records- 05/19: 90% of all students' parents and or family member participated in at least one school sponsored academic activity with their child.

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Goal: 4 Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)]						
Objective(s): K-1st By May 2019, at least 90% of all students' parents and/or family member will participate in at least one school sponsored academic activity for or with their child. K-1st Increase positive attitude of Northside Primary School throughout the school and community as evidenced by increased positive comments from the family/community survey.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Shared Responsibility for High Student Academic Achievement (SWP SPFE) - In accordance with Title I regulations (SEC 1116 (d)), school and parent representatives will develop a Parent/Student/Teacher Compact. This compact will address the importance of communication between teachers and parents on an ongoing basis. Parents and family members will have reasonable access to staff, opportunities to volunteer at school and in classrooms and be able to observe classroom activities. There will be regular two-way meaningful communication between family members and school staff to the extent practicable, provided in a language that family members can understand.</p> <p>The compact is discussed, at least annually, at Parent-Teacher conferences.</p> <p>The campus will provide parent training for strategies in reading, math and homework and the importance of regular attendance. Throughout the year, meetings such as Orientation, Academic Open House, PTO, Math Night, Parent/Teacher conferences will provide parent academic awareness. Day care will be provided during parent trainings.</p>	8/2018 - 5/2019	Principal - Barbara Dutton	Local Funds - Time Contributions of Faculty and Staff		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents :Parent Involvement Records- 06/19: Parent involvement records document that parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher compact.

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Goal: 4 Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)]						
Objective(s): K-1st By May 2019, at least 90% of all students' parents and/or family member will participate in at least one school sponsored academic activity for or with their child. K-1st Increase positive attitude of Northside Primary School throughout the school and community as evidenced by increased positive comments from the family/community survey.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Events, Programs and Committees - The campus communicates with parents and the community through the Northside website, marquee, media, email, newsletter, and School Messenger. A School Happenings wall near the library will be updated.</p> <p>The campus provides incentives to parents and community members to attend campus events such as translators, childcare, transportation assistance, door prizes and refreshments.</p> <p>A Parent survey will be provided to determine areas of interest to help with activities such as Book Fairs, Field Trips, RIF Day, Field Day, Skate Program, mentoring, volunteering, classroom projects and parties.</p> <p>Activities are available to promote family engagement such as Hamburger cookout, Thanksgiving Luncheon, Christmas Luncheon, Texas Public Schools Week, Book Fairs, Skating, Art Show, and class projects. The Watch D.O.G.S. Program will be continued to encourage dad involvement at school.</p>	8/2018 - 5/2019	Principal - Barbara Dutton	Local Funds - Time Contributions of Parents and Staff		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents :Parent Involvement Records - - 05/19: Parent Involvement records document an increase in the percentage of parents and community members who are participating in school activities when compared to the previous school year.

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Goal: 4 Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)]						
Objective(s): K-1st By May 2019, at least 90% of all students' parents and/or family member will participate in at least one school sponsored academic activity for or with their child. K-1st Increase positive attitude of Northside Primary School throughout the school and community as evidenced by increased positive comments from the family/community survey.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Building Capacity for Involvement (SWP SPFE) - In compliance with Federal Title I, Part A Improving Basic Programs regulations, parents are notified of all situations that ultimately impact their child's education, providing the opportunity for important parental feedback.</p> <p>The district and the campuses will assist parents and family members by providing materials and training on</p> <ul style="list-style-type: none"> - what the State academic standards are, - what state and local assessments are required, - how to monitor their child's progress and improve their achievement - literacy training <p>Teachers, support personnel, principals and other staff will be provided training on the value and utility of parent contributions and how to implement parent programs and build better ties between parents and the school.</p> <p>Parent notifications activities include, but are not limited to the following information:</p> <ul style="list-style-type: none"> * Qualifications of staff, * Parental Information Resource Centers, * Student Progress Reports, * ESSA School Report Cards, * Application of technology, * School Choice Options. 	8/2018 - 5/2019	Principal - Barbara Dutton	Local Funds - Time Contributions of Parents and Staff		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents :Parent Involvement Records- 05/19: Parent Involvement records document an increase in the percentage of parents and community members who are participating in school activities when compared to the previous school year.

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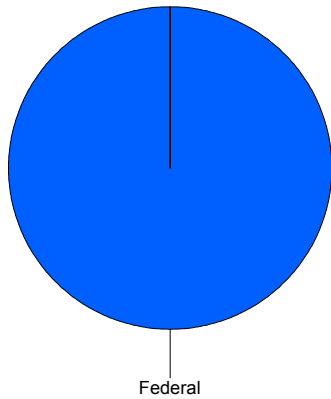
Goal: 4 Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)]						
Objective(s): K-1st By May 2019, at least 90% of all students' parents and/or family member will participate in at least one school sponsored academic activity for or with their child. K-1st Increase positive attitude of Northside Primary School throughout the school and community as evidenced by increased positive comments from the family/community survey.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Site Based Decision Making Committee (SBDMC) - Board policies and procedures will be reviewed bi-annually to ensure a positive impact on student performance. Revisions will be recommended if necessary. The LEA will provide support in the development of campus policies and procedures.</p> <p>As directed by Board policy, the SBDMC will be involved in planning, budgeting, curriculum, staffing patterns, staff development and school organization. [TEC 11.251(d)]</p> <p>The SBDMC will play an integral role in the planning, development and evaluation of the educational system of Northside Primary. Through the activities of the SBDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Palestine ISD.</p> <p>Parents will be notified of the special programs and support programs available to their students.</p>	8/2018 - 5/2019	Principal - Barbara Dutton	Local Funds - Time Contributions of Committee Members	Documents :Agenda, Minutes, Sign-In Sheets - 12/18: SBDMC minutes will reflect that the activity has been implemented as prescribed, with revisions being made to the CIP as needed.	Increased student achievement.	Documents :Agenda, Minutes, Sign-In Sheets- 05/19: A current CIP has been approved by the Palestine ISD Board of Trustees.

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Goal: 5 Implement HB5 in order to foster innovative, collaborative learning experiences through district wide STEAM education, College Readiness, and CTE Certifications. (SWP CIP) [TEC §4.001(b)(5)(10)(11)] Objective(s): K-1st Federal/State/Local programs will be coordinated to improve student achievement.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Technology Integrated Curriculum - Northside Primary classroom teachers are using technology as an alternative instructional tool. Every grade level has access to the computer lab, and mobile labs are also available for use in the classrooms. Programs that are available include Tango TPR1, Renaissance Learning and PLTW. Activities include:</p> <ol style="list-style-type: none"> 1) Provide one LAUNCH class for each grade level. 2) Provide technology and resources for LAUNCH curriculum. 3) Northside Primary will use efficient communications strategies to share all Northside plans and programs. 	8/2018 - 5/2019	Principal - Barbara Dutton Instructional Technology Teacher - Julia Schoppe	Federal - Title I, Part A - Time Contributions of Instructional Technology Teacher FTE: 0.50 <p style="text-align: right;">\$27,420.42</p> Federal - Title I, Part A - Supplemental Site Licenses <p style="text-align: right;">\$8,751.97</p>	Documents :Teacher Lesson Plans- 12/18: Teacher lesson plans will indicate that 100% of the classroom teachers use technology to support the instructional process at least once each week.	Increased student achievement.	Informal Assessment :Classroom Assessments - 05/19: 100% of LAUNCH students will score at least 90% on EOY Benchmarks.
<p>Strategy:</p> <p>Technology Acceptable Use Policy - Every Northside Primary faculty member, student and parent having access to Palestine ISD computers, networked, Internet connected--or not, must have on file an Authorized User Permission (AUP) form. Students' AUP must be signed by the students and a parent or legal guardian, as well as a Parent Permission Form.</p> <p>Northside Primary is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, Northside Primary has developed an Internet Safety Policy that ensures technology measures are in place to block or filter internet access of inappropriate or harmful activities to minors and adults. For more information, see the Palestine ISD School Board Policy CQ (Local).</p>	8/2018 - 5/2019	Principal - Barbara Dutton	Local Funds - Acceptable Use Policy	Documents :School Records- 08/18: 100% of the faculty, students and parents at Northside Primary that will have access to technology-computer networked, with Internet connectivity, or not, will have on file an AUP.	Responsible students with access to the instructional resources available through the Internet, which will have a positive impact on student achievement.	Documents :School Records- 05/19: No incidents of students, faculty or parents breaking the Acceptable Use Policy.

Goal: 5 Implement HB5 in order to foster innovative, collaborative learning experiences through district wide STEAM education, College Readiness, and CTE Certifications. (SWP CIP) [TEC §4.001(b)(5)(10)(11)] Objective(s): K-1st Federal/State/Local programs will be coordinated to improve student achievement.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Career Guidance and Counseling (SWP CIP) - The counselor will assist students in monitoring and understanding their own development. Areas addressed include: * Education: Acquisition of study skills and choosing appropriate programs and services; extend science curriculum throughout grade level. *Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior.	8/2018 - 5/2019	Counselor - Deborah Caveness	State - Accelerated Reading - Time Contributions of Counselor FTE: 0.50		Students demonstrating positive attitudes and a willingness to be accountable for their present and future actions and accomplishments.	Informal Assessment :Classroom Assessments-05/19: 90% of students in grades K and 1 will have developed the study skills and appropriate social skills to be promoted to the next grade.

Funding Values By Program



■	Federal	100.0%
■	Other	0.0%
■	State	0.0%
Total:		100.0%

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Funding Values By Program

Federal

Title I, Part A

	<u>FTE</u>	<u>DollarValue</u>
Family Engagement Resources	0.00	\$1505.00
Time Contributions of Instructional Technology Teacher Professional Development Travel, Registration	0.50	\$27420.42
Assessment Resources	0.00	\$13000.00
Supplemental Site Licenses	0.00	\$8751.97
iStation Site License	0.00	\$10417.35
Time Contributions of Paraprofessional	0.50	\$9566.22
Time Contributions of Counselor	0.50	\$32864.41
Homeless Resources	0.00	\$500.00
Assessment Resources	0.00	\$13000.00

**Title II, Part A -
Supporting Effective
Instruction**

District level Contracted Professional Development	0.00	\$16000.00
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Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title II, Part A - Supporting Effective Instruction		
Certification Expenses	0.00	\$2729.00
 Title III, Part A - ELA		
Professional Development Travel and Registration	0.00	\$450.17
Time Contributions of Bilingual Aide	1.00	\$20019.53
Supplemental Instructional Resources	0.00	\$2639.00
 Title IV, Part A SSAEP		
District Security Resources	0.00	\$16927.00
District Contracted Security Officer	0.00	\$50000.00
		\$226,810.07
 Other		
	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of Counselor	0.00	\$0.00
Time Contributions of Ancillary Staff	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Time Contributions of Foundation Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Acceptable Use Policy	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00

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Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Parents and Staff	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Time Contributions of Parents and Staff	0.00	\$0.00
Time Contributions of SHAC Committee	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Assessment Resources	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Assessment Resources	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Assessment Resources	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Tutorial Teachers	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
		<hr/> \$0.00 <hr/>
State		
	<u>FTE</u>	<u>DollarValue</u>
Accelerated Reading		
Time Contributions of Counselor	0.50	\$0.00
State & Local Funds		
Time Contributions of Special Education Staff	0.00	\$0.00
Time Contributions of Related Services Personnel	0.00	\$0.00
State Special Education		
Block Grant		
Assessment Instruments	0.00	\$0.00

Campus Improvement Plan
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Funding Values By Program

State	<u>FTE</u>	<u>DollarValue</u>
State Special Education Block Grant		
Time Contributions of Staff	0.00	\$0.00
		<hr/>
		\$0.00
		<hr/>
	Grand Total:	\$226,810.07