

Northside Primary School

Campus Improvement Plan

2017-2018*

11/27/2017

Date of School Board Approval

Legal References

- *Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*
- *The Campus Improvement Plan shall include four components:*
 - SCNA - Schoolwide Comprehensive Needs Assessment
 - SPA - Schoolwide Plan and Activities
 - SPE - Schoolwide Plan Evaluation
 - SCI - Schoolwide Coordination and Integration

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**PALESTINE INDEPENDENT SCHOOL DISTRICT
...A World Class Academic Organization**

STRATEGIC GOAL STATEMENTS:

Palestine ISD will...

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/reading and cross curricular writing skills to increase state assessment measures.
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.
3. Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.
4. Increase positive attitude of School District throughout the Community by fostering Community Partnerships.
5. Implement HB 5 in order to foster innovative, collaborative learning experiences through district wide STEAM education, College Readiness, and CTE certifications.

The Mission of
Palestine Independent School District
Is to foster
Relationships that
Excite,
Engage,
and **Empower**
Our students and community to achieve
Excellence.

CORE VALUES

*Positive Attitudes Integrity Shared Responsibility Dedication to Excellence

Northside Primary School

Vision Statement

Believing that each person is an individual of worth and dignity, our school dedicates itself completely to the establishment of high ideals and standards. It is our belief that the school should equip each child with the skills and knowledge to become a self-directed, self-disciplined, and eventually self-supporting individual with values of respect and responsibility. We believe that all children are capable of experiencing success in school; therefore we believe goals and objectives must be set to provide direction for successful achievement among our children.

Mission Statement

The Mission of Northside Primary School is to create a safe, nurturing environment where every Kindergarten and 1st Grade child learns to his or her highest potential.

**Northside Primary School
Goals and Objectives
2016-2017**

- 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/reading and cross curricular writing skills to increase state assessment measures.
- Objective 1: By May 2018, 80% of all students and each student group, including Special Education students tested, will pass all portions of the language arts and math assessment standards.
- 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.
- Objective 1: 100% of the Northside teachers will participate in meaningful staff development.
- Goal 3: Maintain a safe and orderly environment through implementation to create an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.
- Objective 1: By May 2018, the number of discipline referrals will be reduced by 50%.
- Goal 4: Increase positive attitude of School District throughout Community by fostering Community Partnerships.
- Objective 1: By May 2018, 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
- Objective 2: Increase positive attitude of Northside Primary School throughout the school and community as evidenced by increased positive comments from the family/community survey.
- Goal 5: Implement HB 5 in order to foster innovative, collaborative learning experiences through district wide STEAM education, College Readiness, and CTE certification
- Objective 1: By May 2018, 100% of LAUNCH students will score at least 90% on EOY Benchmark.

Campus Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc.	Term
Sharon Reed	District Personnel	2017-2019
Dutton, Barbara	Principal	2017-2019
Breck Quarles	Assistant Principal	2017-2019
Jeanne Jackson	Teacher K – Grade Level Chair	2017-2019
Kitty McComas	Teacher K	2017-2019
Laura Glenn	Teacher K	2017-2019
Paula Kiser	Teacher K - Grade Level Chair	2017-2019
Nicole Carroll	Teacher Special Education	2017-2019
Kelcie Kuhn	Instructional Coach	2017-2019
Pritchett, Kayla	Teacher 1 st – Grade Level Chair	2017-2019
Diana Mendieta	Teacher 1 st	2017-2019
Cindy Rubalcava	Teacher 1 st	2017-2019
Roxanne Willoughby	Non-Teaching	2017-2019
Darryl Conner	Community Representative	2017-2019
Matthew Timmons	Business Representative	2017-2019
Lindsey Young	Parent - PTO President	2017-2019

+ - Second Term on committee

* - First Term on committee

2017-2018

Dutton, Barbara	Principal	Northside Primary School
Quarles, Breck	Assistant Principal	Northside Primary School
Caveness, Deborah	Counselor	Northside Primary School
Conner, Tamra	TACE Coordinator	Northside Primary School
Bledsoe, Karen	Nurse	Northside Primary School
Coman, Cindy	Secretary	Northside Primary School
Garcia, Rosa	Secretary/Receptionist	Northside Primary School
Corbell, Patti	Kindergarten Teacher	Northside Primary School
Glenn, Laura	Kindergarten Teacher	Northside Primary School
Hernandez, Mayra	Kindergarten Teacher, Bilingual	Northside Primary School
Davis, Johanna	Kindergarten Teacher	Northside Primary School
Ives, Tammy	Kindergarten Teacher	Northside Primary School
Jackson, Jeanne	Kindergarten Teacher	Northside Primary School
Jones, Jana	Kindergarten Teacher	Northside Primary School
Kiser, Paula	Kindergarten Teacher	Northside Primary School
McComas, Kitty	Kindergarten Teacher	Northside Primary School
Moore, Amy	KEY	Northside Primary School
Rosson, Amy	Kindergarten Teacher	Northside Primary School
Ruiz, Elizabeth	Kindergarten Teacher	Northside Primary School
Stevens, Sara	Kindergarten Teacher	Northside Primary School
Tomme, Suzie	Kindergarten Teacher	Northside Primary School
Kelcie Kuhn	Instructional Coach	Northside Primary School
Cotten, Carrie	First Grade Teacher	Northside Primary School
Fritze, Brandi	First Grade Teacher	Northside Primary School
Hasler-Gail, Leslie	First Grade Teacher	Northside Primary School
Jenkins, Debbie	First Grade Teacher	Northside Primary School
Logsdon, Susan	First Grade Teacher	Northside Primary School
Lupo, Kelly	First Grade Teacher	Northside Primary School
Mendietta, Diana	First Grade Teacher	Northside Primary School
Molandes, Kelsey	First Grade Teacher	Northside Primary School
Owens, Tabitha	First Grade Teacher	Northside Primary School
Parrish, Cheryl	First Grade Teacher	Northside Primary School
Pritchett, Kayla	First Grade Teacher	Northside Primary School
Pruitt, Amanda	First Grade Teacher	Northside Primary School
Ramsey, Emily	First Grade Teacher	Northside Primary School

Cindy Rubalcava	First Grade Teacher, Bilingual	Northside Primary School
Allen, Naomi	Special Education Teacher	Northside Primary School
Carroll, Nicole	Special Education Teacher	Northside Primary School
Petty, Leann	Special Education Teacher	Northside Primary School
King, Misti	Art Teacher	Northside Primary School
Van Deman, Sheila	Physical Education Teacher	Northside Primary School
Webb, Ruth Ann	Music Teacher	Northside Primary School
Atkins, Carla	Classroom Aide	Northside Primary School
Bailey, Gayla	Computer Lab Aide	Northside Primary School
Billups, Franciska	Classroom Aide	Northside Primary School
Cobble, Channa	Classroom Aide	Northside Primary School
Ernest, Candy	Classroom Aide	Northside Primary School
Foelsch, Christy	Classroom Aide	Northside Primary School
Garcia, Josie	Classroom Aide	Northside Primary School
Garcia, Sylvia	Classroom Aide	Northside Primary School
Hudgins, Gracie	Classroom Aide	Northside Primary School
Mendez, Inez	Classroom Aide	Northside Primary School
Munoz, Callie	Classroom Aide	Northside Primary School
Quarles, Sheryl	Science Lab Aide	Northside Primary School
Rogers, Betty	Classroom Aide	Northside Primary School
Sanchez, Kasey	Classroom Aide PE	Northside Primary School
Tubbs, Sherry	Classroom Aide Intervention	Northside Primary School
Willoughby, Roxanne	Library Aide	Northside Primary School
Turner, Ruthie	Intervention Program Aide	Northside Primary School
Kimberly Mendietta	Clerical	Northside Primary School
Chavez, Maria	Crossing Guard	Northside Primary School
Jones, Jennifer	Crossing Guard	Northside Primary School

**Northside Primary School Committees
2017-2018**

Rules/Procedures Committee:

Breck Quarles, Assistant Principal
Barbara Dutton, Principal
Emily Ramsey, 1st
Laura Glenn, K

LPAC Committee:

Deborah Caveness, Counselor
Breck Quarles, Assistant Principal
Barbara Dutton, Principal
Mayra Hernandez, Teacher
Parent of Student

Safety:

Breck Quarles, Assistant Principal
Karen Bledsoe, Nurse
Barbara Dutton, Principal
Sheila Van Deman, Sp. Prog.
K, Sara Stevens
1st Carrie Cotten

SHAC:

Breck Quarles, Assistant Principal
Karen Bledsoe, Nurse
Parent, J. Lightfoot

Parent Involvement:

Barbara Dutton, Principal
Breck Quarles, Assistant Principal
Roxanne Willoughby, non-teaching

Tammy Conner, TACE
Ruth Ann Web, Special Program
Misti King, Special Programs
K, Paula Kiser
1st, Tabitha Owens

RIF:

Breck Quarles, Assistant Principal
Debbie Jenkins 1st
Patti Corbell, K

Science Committee

Barbara Dutton	Sara Stevens	K	Emily Ramsey	1st
Breck Quarles, Chairman	Paula Kiser	K	Diana Mendieta	1st
Tammy Conner, TACE	Kitty McComas	K	Kayla Pritchett	1st
Sheryl Quarles, Lab Aide	Suzie Tomme	K	Kelcie Kuhn	1st

RtI Committee:

Barbara Dutton, Principal
Deborah Caveness, Counselor
Breck Quarles, Asst. Principal
Kelcie Kuhn, Coach
Ruthie Turner, Intervention
Teacher of Student

District Action Team (DAT)

Moore, Amy, Teacher, K

Campus Improvement Team (CIT)

Barbara Dutton, Principal

Breck Quarles, Asst. Principa
Jeanne Jackson, K
Laura Glenn, K
Kitty McComas, K
Amy Moore, KEY
Kelcie Kuhn, Coach
Nicole Carroll, Special Program
Roxanne Willoughby, Non-teaching

Diana Mendieta, 1st
Cindy Rubalcava, 1st
Tammy Conner, TACE
Kayla Pritchett 1st
Matthew Timmons, Business Rep
Darryl Conner, Community Rep
Lindsey Young, Parent

504

Deborah Caveness, Counselor
Barbara Dutton, Principal
Breck Quarles, Asst. Principal
Teacher of Student
Parent of Student

WOW Team

Roxanne Willoughby, Chairman
Barbara Dutton, Principal
Breck Quarles, Assistant Principal
Kelcie Kuhn, Intervention/Coach
Paula Kiser, K
Misti King, Art Teacher
Gracie Hudgins, Para
Carrie, Cotten, 1st
Tammy Conner TACE

Schoolwide Comprehensive Needs Assessment (SCNA)

A Comprehensive Needs Assessment was conducted with the Committee on September 6, 2017

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Participants in Attendance	Data Sources Examined
Barbara Dutton	<p><i>STAAR Reports</i> <i>Federal Accountability Data for AYP</i> <i>TAKS Data—disaggregated (i.e. AEIS IT)</i> <i>PBMAS reports</i> <i>Dropout and School Leaver data—disaggregated</i> <i>District/Campus retention data</i> <i>Parent, Community, Teacher, and/or Student surveys</i> <i>Benchmark testing data</i> <i>AR testing data</i> <i>DRA</i> <i>Istation</i> <i>ITBS</i> <i>Weekly Assessments</i> <i>Pre-test/Post-test</i> <i>Teacher retention data</i> <i>QPAS</i></p>
<i>Jeanne Jackson</i>	
<i>Paula Kiser</i>	
<i>Laura Glenn</i>	
<i>Diana Mendieta</i>	
<i>Kayla Pritchett</i>	
<i>Cindy Rubalcava</i>	
<i>Nicole Carroll</i>	
<i>Breck Quarles</i>	
<i>Amy Moore</i>	
<i>Roxanne Willoughby</i>	

Northside Library
September 6, 2017
1:45-2:45

1. Evaluate 2016 – 2017 Campus Plan. (SPE)
2. Review data.
3. Discuss barriers and successes.
4. Develop and approve Campus Needs Assessment
5. Review make adjustments to the Parent Policy
6. Develop District Action Plan 2017-2018

NORTHSIDE PRIMARY SCHOOL
Campus Action Team Meeting
Conference Room
September 6,, 2018
Minutes

The Northside Action Team met to review the data to be used in compiling the District Action Plan.

Data reviewed:

- TAPR
- STAAR
- PBMAS
- Drop Out School Leaver/State Report
- District Retention Data
- Parent Community/Teacher/Student Survey
- Benchmark Testing Data
- SAT/ACT/AP/IB Data
- DRA
- ITBS
- QPAS
- Teacher Retention Data
- Istation

The Goals and Objectives from the 2016 – 2017 Campus District Plan were reviewed. Based on data, they were determined “met or not met.” A goal 5 was adjusted to place a stronger emphasis on cross-curricular science/ELAR.

Barriers to achievement expectations were noted.

Campus needs, goals, and objectives were listed.

Resources to accomplish the goals were listed.

The Campus Parent Policy was reviewed. No changes were recommended.

The Needs Assessment was developed based on data, survey results, and staff input.

The Campus Plan was developed

NORTHSIDE PRIMARY SCHOOL

NEEDS ASSESSMENT SUMMARY
2017 – 2018

DEMOGRAPHICS

	09-10 PK-K	10-11 K	10-11 1st	11-12 K -1	12-13 K & 1	13-14 K -1	14-15 K-1	15-16 K-1	16-17 K-1
Afr Amer	29.67%	26.79%	28.6%	25.55%	26.42%	23.2%	27.4%	27.5%	28.08%
Hispanic	39.83%	41.13%	38.6%	43.38%	36.04%	31.9%	30.7%	39.4%	36.15%
White	26.56%	30.94%	31.4%	27.57%	32.64%	35.4%	33.3%	28.5%	29.81%
Asian	1.24%	1.13%	1.38%	.74%	.08%	0.7%	1.14%	1.34%	1.15%
LEP	29.9%	28.7%	32.1%	20.59%	27.0%	25.0%	22.8%	27.4%	23.65%
Bilingual		.06%	.02%	6.25%	7.1%	7.04%	6.36%	9%	8.46%
AT-RISK	72.2%	67.9%	50.3%	54.41%	55.1%	66.0%	53.3%	56%	53.46%
Econ. Dis.	83.9%	68.7%	80.3%	78.68%	81.2%	77.8%	75.5%	82%	73.85%
Retention	.03%	.03%	12.1%	3.49%	4.19%	4.57%	3.5%	4%	5%
Attendance	95.83%	95.41%	95.99%	76.01%	95.4%	95.6%	94.8%	95%	95%
TACE								56%	48%
G/T				2.2%	2.7%	1.7%	1.3%	1%	.77%
Male				53.13%	50.91%	51.06%	55.47%	51.2	53.31%
Female				46.88%	49.09%	49.94%	44.53%	48.7	47.69%

PARENT INVOLVEMENT

We enjoy very involved parents as shown in our plan evaluation and survey.

Ninety-eight percent of our parents attend at least one parent conference to discuss student achievement and/or support campus and/or classroom activities.

The results of the Parent Involvement Survey did indicate areas for improvement:

1. More timely notification of school events and include notifications by email.
2. The most noted reasons for not attending events were work schedule and language barrier. Many positive comments were made, as well.
3. We enjoyed the increased parent involvement activities from TACE.
4. The most notable Parent-Dad involvement program ever at Northside is our Watch DOGS program - Dads of Great Students. Our participation was very high and the students and teachers greatly benefitted. We are looking forward to increased participation next year.

DATA

Data from following assessment instruments were used to assess student achievement and program effectiveness and to plan curriculum and instruction: Istation, DRA, District Benchmark, K Pretest, 1st Q-PAS.

Non-mainstreamed Special Education students have IEP's with specific objectives for instruction and assessment. These goals are progress monitored throughout the year and evaluated each year in the ARD meeting.

EOY District Benchmarks for Reading & Math

Kindergarten	Reading						Math					
	11-12	12-13	13-14	14-15	15/16	16/17	11-12	12-13	13-14	14-15	15-16	16/17
Afr Am	93%	93%	99%	95%	94%	88%	94%	98%	96%	99%	90%	88%
Hispanic	94%	96%	100%	97%	97%	92%	96%	100%	96%	99%	100%	92%
White	98%	96%	99%	97%	91%	95%	96%	97%	98%	97%	94%	95%
Eco Dis	95%	96%	98%	95%	94%	90%	95%	99%	95%	97%	94%	90%

Male	91%	98%	98%	96%	90%	91%	94%	98%	96%	99%	93%	91%
Female	96%	94%	100%	97%	98%	90%	98%	99%	98%	96%	97%	90%
TACE												
At-Risk	85%	96%	98%	93%	89%	87%	91%	98%	95%	96%	91%	87%
ESL	86%	95%	100%	93%	95%	92%	94%	100%	97%	100%	100%	92%
Rtl	33%	96%					80%	98%				
G/T		100%		N/A	100%	100%		100%		N/A	100%	100%
Bil			95%	100%	95%	88%			95%	95%	100%	88%
Sp Ed		82%	92%	67%	44%	88%		82%	77%	100%	43%	88%
LAUNCH					100%	100%					100%	100%

First Grade	Reading						Math					
	11-12	12-13	13-14	14-15	15/16	16-17	11-12	12-13	13-14	14-15	15/16	16/17
Afr Am	84%	91%	92%	85%	73%	82%	74%	81%	61%	81%	92%	79%
Hispanic	83%	96%	93%	92%	85%	85%	88%	82%	75%	84%	95%	84%
White	79%	85%	92%	91%	86%	92%	85%	85%	90%	89%	97%	94%
Eco Dis	82%	90%	93%	86%	80%	83%	83%	81%	74%	82%	94%	82%
Male	83%	90%	93%	87%	81%	84%	86%	83%	77%	84%	95%	86%
Female	81%	92%	94%	93%	84%	88%	81%	82%	73%	87%	96%	84%
TACE												
At-Risk	81%	92%	92%	86%	80%	82%	81%	75%	73%	81%	94%	79%
ESL	81%	96%	98%	89%	88%	81%	89%	77%	85%	90%	96%	78%
Rtl												
G/T	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Bil			90%	80%	95%	91%			65%	60%	100%	82%
Sp Ed			76%	59%	17%	73%			41%	25%	50%	86%
LAUNCH						100%						100%

TPRI

Kindergarten	09-10	10-11	11-12	12-13	14-15	15-16	16/17
Rhyming	96%	99%	97%	98%	93%	91%	94%
Blending Word Parts	93%	99%	98%	98%	98%	95%	98%
Blending Phonemes	90%	98%	96%	97%	93%	94%	94%
Deleting Initial Sound	84%	96%	94%	95%	84%	88%	83%
Deleting Final Sound	63%	86%	85%	82%	62%	75%	83%
Letter Name ID	98%	99%	98%	99%	99%	97%	98%

Letter-Sound Linking	95%	99%	98%	98%	98%	96%	98%
Comprehension	37%	80%	78%	79%	83%	83%	91%

First Grade	09-10	10-11	11-12	12-13	14-15	15/16	16/17
Blending Word Parts		97%	97%	99%	99%	99%	98%
Blending Phonemes		96%	95%	96%	98%	98%	96%
Deleting Initial Sound		94%	93%	95%	96%	98%	95%
Deleting Final Sound		75%	83%	87%	85%	91%	90%
Initial Consonants		98%	99%	99%	99%	99%	99%
Final Consonants		97%	98%	97%	98%	99%	99%
Middle Vowels		97%	97%	97%	98%	98%	96%
Initial Blends		90%	91%	93%	95%	96%	96%
Blends in Final Position		86%	81%	87%	91%	95%	95%
Reading Word List 1		94%	96%	96%	94%	96%	96%
Reading Word List 2		80%	82%	87%	88%	92%	92%
Reading Word List 3		77%	81%	83%	81%	87%	92%
Reading Word List 4		71%	80%	81%	86%	86%	88%
Comprehension		67%	64%	64%	76%	83%	71%

Istation

Kindergarten	10-11	11-12	12-13	13-14	14-15	15-16	16-17
Tier 1	69%	48%	56%	64%	54%	50%	55%
Tier 2	17%	27%	27%	21%	31%	35%	32%
Tier 3	14%	25%	17%	14%	15%	15%	13%

First Grade	10-11	11-12	12-13	13-14	14-15	15-16	16-17
Tier 1	47%	26%	56%	57%	51%	57%	67%
Tier 2	30%	13%	19%	15%	22%	26%	19%
Tier 3	23%	61%	24%	27%	27%	17%	13%

DRA 2

Kinder	<i>10-11</i>	<i>11-12</i>	<i>12-13</i>	<i>13-14</i>	<i>14-15</i>	<i>15/16</i>	<i>16-17</i>		<i>10-11</i>	<i>11-12</i>	<i>12-13</i>	<i>13-14</i>	<i>14-15</i>	<i>15/16</i>	<i>16-17</i>
No Score	0	3	0	0	2	3		Level 8	47	22	32	31	23	28	23
Level 1	3	5	4	2	6	2	9	Level 10	47	25	11	21	11	16	12
Level 2	7	3	7	11	5	11	13	Level 12	15	8	12	14	5	11	3
Level 3	13	29	35	25	37	31	63	Level 14	0	2	3	1	2	1	3
Level 4	77	93	106	93	104	69	76	Level 16	0	2	2	12	4	1	3
Level 6	50	58	37	55	46	62	46	Level 18+	0	1	8	0	18	13	8

DRA 2 (cont'd)

First Grade	<i>10-11</i>	<i>11-12</i>	<i>12-13</i>	<i>13-14</i>	<i>14-15</i>	<i>15/16</i>	<i>16/17</i>		<i>10-11</i>	<i>11-12</i>	<i>12-13</i>	<i>13-14</i>	<i>14-15</i>	<i>15/16</i>	<i>16/17</i>
No Score	0	1	0	0		1	3	Level 18	82	43	39	41	34	55	50
Level 4	7	2	2	0	2	2	1	Level 20	55	41	41	47	51	53	43
Level 6	3	3	2	0	3	3	4	Level 24	36	39	47	40	54	36	22
Level 8	8	0	3	8	4	11	9	Level 28	20	3	26	27	16	13	9
Level 10	7	3	9	3	2	6	1	Level 30	10	55	14	12	21	22	10

Level 12	13	7	9	5	6	4	2	Level 34	9	0	5	10	8	9	1
Level 14	17	17	8	9	8	8	14	Level 38	3	0	8	12	19	8	4
Level 16	17	44	27	31	27	21	55	Level 40+	0	0	18	30	13	7	20

NORTHSIDE PRIMARY SCHOOL PROGRAMS

EARLY INTERVENTION: We identify at-risk students at the beginning of the year. We administer a pretest and analyze and compare the data from the previous school. The teacher, with the collaborative support of the PLC, plans intervention activities including small group and individual instruction and tutoring for very specific S.M.A.R.T. goals. All students are progress monitored, but at-risk students are progress monitored more frequently to ensure that the curriculum and instruction are appropriate for maximum achievement. Students who already know the curriculum are provided intervention/enrichment , as well. Based on data, we will continue this successful program in K and 1st. We retained 6 kindergarten and 9 first grade students 2016-17.

BALANCED LITERACY: Our reading program is based on TEKS following the TEKS Resource System. The District’s Balanced Literacy Initiative provides resources for the six basic literacy components plus TPRI, Guided Reading, Istation, and DRA. We are including several initiatives this year to increase student achievement: Formal PLCs, Systematic Phonics, Sight Word Coaching, collaborative tutoring.

- Coordination of local, state, and federal funds are used to support our Balanced Literacy Program.
- Our Curriculum Notebook provides the Guaranteed Viable Curriculum and the appropriate pacing for TEKS learning and mastery of all students.

NORTHSIDE PLCs

- We have enhanced our PLC system from a focus on teaching to a focus on the learning of each student -- a collaborative culture with a focus on results -- **Learning for All**.
- PLCs meet weekly.. The PLC has an elected teacher chairman, officers, and team-created norms.
- Our curriculum notebook provides the Guaranteed Viable Curriculum and appropriate pacing for TEKS learning and mastery of all students, intervention and enrichment.
- Our assessments are consistent across the grade level. The PLCs create systems of intervention and enrichment.
- These four questions guide our work:
 - What do want our students to learn?
 - How will we know they have learned it?
 - How will we respond when a student experiences difficulty
 - How will we respond when a student already know

Professional Goals, S.M.A.R.T GOALS, AND “I CAN STATEMENTS”

- Teachers write and evaluate professional Goals for themselves and help students write S.M.A.R.T goals, too.
- Each lesson begins with an “I Can” statement. Students are reminded of the objective during the lesson. Learning is evaluated at the end of the lesson based on whether students can do the “I Can” statement.

DAILY 5 AND M.A.T.H.

- We successfully implemented two instructional structures last year to provide a path for teachers to differentiated instruction reading, writing, and math. We will continue these programs this year.

Lucy Calkins Units of Study

- We are implementing the Lucy Calkins Units of Study this year in both grade levels. Title One dollars purchased the professional development materials and consultants. Instructional Coach, Kelcie Kuhn, provides the weekly book study professional development.

LAUNCH: Northside/PISD kindergarten and first grade students have the opportunity to qualify to participate in the G/T-STEAM approach to teaching math and science integrated with ELAR. The teachers were selected and receive extensive training in the LAUNCH curriculum and STEM/STEAM learning teaching model. We have one K Launch and two first grade LAUNCH classrooms.

Rtl

- The Rtl team will review documentation of planning, instruction, student participation, and assessment when a student is not learning. An Rtl plan will be put in place for early intervention. Tier I and Tier II will be exhausted before a referral to Special Education is made unless there is a request from a parent.
- This year we are implementing Rtl Speech.

SCIENCE LAB:

- We are excited expand our science lab this year for both K and first grades. The science team designed the activities. The TACE coordinator purchased science equipment for the lab and it is shared by both groups. We were able to hire a paraprofessional who happens to be a certified science teacher to facilitate the activities. Each class goes one time per week to include integrated ELA and math.

COMMUNITY/SCHOOL COLLEGE INVOLVEMENT: NS students and staff are participating in the district's College Awareness initiative K-12 and beyond in the community. **PHS CATE** groups come to Northside to mentor students and work on the PHS student requirements.

TECHNOLOGY:

- Northside has increased opportunities to use technology for instruction this year. Smart Boards, software, license, iPads, etc. for teachers and students to improve instruction and student achievement.
- TACE purchased iPads, science laptops and headphones.
- Each teacher received an iPad and 6 student iPads for various instructional activities and reinforcement. Each classroom has wi-fi.
- PTO, community, and local funds combined to purchase a digital marquee for our 155 entrances. This is an effective, attractive, and way to communicate events to our parents and the community. We are very pleased to complete this project.

SPECIAL EDUCATION: Our diagnostician and an interpreter are located on our campus providing support for teachers and students.

TACE: This was the fourth year of our 21st Century Before/After School and Parent Involvement Grant. We've continued meet our goal of 200 students and 400 parents each year. The awesome summer school component served 120 students. This year the emphasis is on increased quality parent involvement, implementation of the science lab, a cardio fitness lab/character building, an ORFF instrument lab unit as well as our intense academic instruction for at-risk students.

Fitness: As part of the District initiative to prevent/fight obesity, NS shall implement activities to support The Northside PE Fitness Challenge. This year we have a PE Specialist helping us with organizing our activities for pre-sport development. The Drums Alive lab originated from this initiative.

Honorable Character is our campus positive behavior classroom management program to help student learn an b thee recognized when applies honorable character traits. It is also a complementary program to *Conscious Discipline*. We believe it will continue to have a positive impact on school procedures, routines, and discipline.

Bilingual/ESL: SCI Schoolwide Coordination and Integration Data shows we are continuing to meet the needs of our bilingual/ESL students. Northside will continue kindergarten and first grade bilingual classes for 2017-2018. ESL students will continue to be served in mainstream classrooms with an ESL certified teacher. Funding sources will be shared between Title I, Title III, and Local 199 funds. This year we have 22 in our K and 1st grade classrooms. A waiver will be written to address the increased class enrollment.

KEY: We are in year four of our KEY (kindergarten extended year) classroom for students who have late summer birthdays and parents want their child to have an extra year of growth and development before their child enters kindergarten. A few 4-yr olds who have a September birthday – barely missing kindergarten - and whose PK skills are strong were invited to attend. All students will enter K fall 2015. It is our largest class yet.

PROFESSIONAL DEVELOPMENT: SCI Schoolwide Coordination and Integration

Professional development for district initiative review included: Daily 5, Balanced Literacy, phonics, sight words, M.A.T.H., Honorable Character, and Conscious Discipline. We provided training for our refocused and rewritten PLC process and new learning for S.M.A.R.T. Goals, and I Can statements. This year the Lucy Calkins Writing Units of Study is being implemented. This professional development is funded by Title I, Title III, Region VII and Local 199 funds.

T-TESS

Much time and effort was spent on professional development for the new teacher evaluation system, T-TESS. Teachers are writing professional goals and student achievement goals that are meaningful, attainable, and measurable.

STAFFING: SCI

We have nine new first grade teachers, 1 new K teacher, and two paraprofessionals one of which is the science lab para.

A professional collaborative staff will continue to attract and retain great teachers. We are 100% Highly Qualified.

BUDGET:

Palestine ISD
Northside Primary
FYE 9/01/2017

Function	Amount
11	\$30,000
12	1,700
13	900
23	2,950
31	800
33	<u>250</u>
	<u>\$36,950</u>

State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to Northside - \$_____.

Total FTEs and PTEs funded through SCE at Northside_____

The process we use to identify students at risk is governed by the state requirements.

At the beginning of each year, each student is reviewed using the following list:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).

4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

SCI Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students;

Program/Funding Source	Program/Funding Source
Federal Programs	State Programs/Funding Source
Title 1A	Student Success Initiative LAUNCH
Title IIA At-risk	Career/Technology Education
Title III, A Bilingual/ELL	State Compensatory Education
Title IVB Safe and Drug-Free	Dyslexia
Special Education	Gifted/Talented
Title VB Professional Development	Special Education
Title I, Part D – Juvenile	Bilingual/ESL Program
Nutrition	Violence Prevention
Head Start	Bullying Prevention

LAUNCH	Local Programs/Funding Scores
	Grants: Texas 21st Century After School Grant
	Literacy Initiatives - Lucy Calkins Units of Study Writing

**NORTHSIDE PRIMARY
CAMPUS PARENT INVOLVEMENT POLICY
2017-2018**

Acknowledging that parents/guardians are a student’s first teachers and that this continuing support is essential for academic success, Northside Primary is committed to the following parent involvement policy:

**Title I, Part A parents will annually receive information concerning the implementation of the Title I, Part A program and will be encouraged to offer suggestions for improving/strengthening the program.

**Parents will be given timely information concerning overall student performance standards and expectations.

**Parents will be given timely information concerning campus/state assessment instruments: local assessment measures, and District Reading Standards, etc.

**Parents will be offered opportunities for learning how to foster improved academic performance for their child (ren).

**Parent representatives (including parents of Title I, Part A students) will be involved in the development, review and evaluation of the campus improvement plan.

**Title I, Part A parents will be involved annually in the review/revision of the School/Parent Compact.

**Title I, Part A parents will be asked to complete surveys seeking evaluation of the Title I, Part A program and parent involvement.

**Parents will annually review/revise this policy.

Title I School Wide Components

In accordance with the revised Section 1114(b)(1) of Title 1, Part A, an Schoolwide program shall include the following three federally required components:

1. SCNA - Schoolwide Comprehensive Needs Assessment
2. SPA - Schoolwide Plan and Activities Strategic Action Plan
3. SPE - Schoolwide Plan Evaluation
4. SCI - Schoolwide Coordination and Integration of Federal, State, and local services and program.

SPA - Schoolwide Plan and Activities Strategic Action Plan

Goal 1: Educate, empower and communicate with all stakeholders to show an increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/reading and cross-curricular writing skills to increase state assessment measures.

Objective 1: By May 2018, 80% of all students and each student group, including Special Education students tested, will pass the language arts, science and math assessment standards.

Summative Evaluation: 80% of all students and each student group, including Special Education students tested, passed all portions of the language arts, science and math assessment standards

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide scientifically researched based resources for balanced literacy components, curriculum, strategies and activities <ul style="list-style-type: none"> - TEKS Resource, Journeys - DRA, TPRI, QPAS - PA in the Young Child - Brain Gym - Neuhaus - Tucker Signing - Daily 5 - M.A.T.H. 	<ul style="list-style-type: none"> ▪Principal 	8/2017 – 7/2018	Title Budget \$980,585 Local Budget: #FTE 31 \$36,810	<ul style="list-style-type: none"> ▪Weekly Data Analysis Reports ▪Running Records ▪Istation ▪MOY Benchmark

<ul style="list-style-type: none"> - Accelerated Reader AR - Istation - Summer Learning TACE - Technology/Smart Board, - iPads/wi-fi - Science lab 				
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Goal 1 Objective 1: By May 2018, 80% of all students and each student group, including Special Education students tested, will pass the language arts, science and math assessment standards. Summative Evaluation: 80% of all students in each student group, including Special Education students tested, passed all portions of the language arts, science and math assessment standards

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Increase time for teachers to plan collaboratively for PLC. Restructure planning of PLC.	<ul style="list-style-type: none"> ▪Principal ▪Strategist 	8/2017 – 7/2018	Staff Time	▪Sign-in sheets
Provided professional development for balanced literacy classroom The Secret Stories -Daily 5 MATH with differentiated instruction, comprehension, fluency and vocabulary building -Writer’s Workshop -Interactive/guided Writing -Poetry/Notebooks -Guided Reading/DRA TPRI, SMART Goals, I Can Statements, Lucy Calkins Writing	▪Principal	6/2017 - 5/2018	Title VB Budget \$5,629.00: Local Budget: #FTE 30 \$36,810	▪Sign-in sheets

Strategist will model for and coach teachers and facilitate PLC planning	▪Principal Strategist	8/2017 - 5/2018	Title IA \$980,585	*PIC Minutes
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Goal 1 Objective 1: By May 2018, 80% of all students and each student group, including Special Education students tested, will pass the language arts, science and math assessment standards. Summative Evaluation: 80% of all students and each student group, including Special Education students tested, passed all portions of the language arts, science and math assessment standards

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
<p>Assessment – Provide instruments and procedures to ensure:</p> <ul style="list-style-type: none"> *assessment is consistent across the grade level *assessment supports objectives and standards *provides progress monitoring *TPRI, DRA, istation, running records, weekly tests, checklists, benchmarks 	<ul style="list-style-type: none"> ▪Principal ▪Asst Principal ▪Counselor 	8/2017 – 7/2018	<p>Title IA Budget <u>\$980,585</u></p> <p>Local Budget: #FTE 30 \$36,810</p>	<ul style="list-style-type: none"> ▪Wkly Assessments *Benchmarks ▪ DRA, TPRI
<p>At-Risk: Provide early intervention strategies in identified at-risk Rtl students</p> <ul style="list-style-type: none"> **Phonemic Awareness in the Young Child (PA All Day) **Neuhaus Phonics, TPRI **Istation, word study/phonics **Strategy Groups ***Data will be analyzed weekly in PLCs for collaborative planning for intervention (EPRF form) 	<ul style="list-style-type: none"> ▪Principal ▪Counselor ▪Strategist ▪Interventionists Instructional Coach 	8/2017 – 7/2018	<p>Title IIA Budget \$122,714.</p> <p>Local Budget: #FTE 30 \$36,810</p>	<ul style="list-style-type: none"> ▪Frequent progress monitoring ▪Wkly data analysis ▪Pensive ▪PLC minutes

TACE for At-Risk Extra time for academics, enrichment and behavior management is provided before and after school for At-Risk students.	TACE Coordinator Certified Teacher Paras		TACE Budget \$20,000	data analysis RTI Team Administrators TACE Personnel
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Goal 1 Objective 1: By May 2018, 80% of all students and each student group, including Special Education students tested, will pass the language arts, science and math assessment standards. Summative Evaluation: 80% of all students and each student group, including Special Education students tested, passed all portions of the language arts, science and math assessment standards

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Progress monitor learning to ensure SMART Goal progress is being made by all. All regular ed. Instructional strategies will be exhausted before Sp. Ed referral is made. Intervention will be provided for students who already know or can do.	<ul style="list-style-type: none"> ▪Principal ▪Asst Principal ▪Counselor ▪Intervention Teachers ▪Teacher 	8/2017 – 7/2018	Title IA Budget \$980,585 Local Budget: #FTE 5 \$36,810	<ul style="list-style-type: none"> ▪Wkly Data Analysis intervention planning
Special Education Services: ARD Committee will determine appropriate assessment instruments for students with disabilities in compliance with federal regulations and provide a continuum of placement options driven by student need and LRE (Stetson) considerations. The IEP will include allowable accommodations, modifications, and support.	<ul style="list-style-type: none"> ▪Principal ▪Counselor ▪Diagnostician ▪ARD Committee 	ARD meeting	Special Education Budget #FTE 4 #PTE 4	<ul style="list-style-type: none"> ▪ARD Mtg. Minutes

Goal 1 Objective 1: By May 2018, 80% of all students and each student group, including Special Education students tested, will pass the language arts, science and math assessment standards. Summative Evaluation: 80% of all students and each student group, including Special Education students tested, passed all portions of the language arts, science and math assessment standards

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
<p>LEP/ELL: Determine eligibility for participation in the bilingual or ELL programs by administering the Woodcock-Munoz to students whose home language survey indicates a language other than English spoken in the home. (LPAC) PD - ELL Strategies Snap Cards for Vocabulary Istation for Vocabulary Anita Archer for Vocabulary</p>	<ul style="list-style-type: none"> ▪Principal ▪Counselor ▪LPAC committee 	8/2017 – 7/2018	<p>Title IIA Budget \$52,037.</p> <p>Local Budget #FTE 3 \$36,810</p>	<ul style="list-style-type: none"> ▪Woodcock-Munoz ▪LPAC Mtg. Minutes
<p>G/T: Provide nomination and assessment to identify students for the G/T and LAUNCH programs according to District and State guidelines. (Achievement,, CogAT, Portfolio checklist)</p> <p>Serve G/T students in LAUNCH classrooms</p>	<ul style="list-style-type: none"> ▪Principal ▪Counselor ▪GT teacher 	Spring/2018	<p>Title IA Budget \$980,585</p> <p>Local Budget: #FTE 1 \$36,810</p>	<ul style="list-style-type: none"> ▪G/T Placement Mtg. Minutes
<p>Implement LAUNCH curriculum in one classroom in K, 2 in first.</p>	<ul style="list-style-type: none"> ▪Principal ▪Teacher 	8/2018		<ul style="list-style-type: none"> ▪Student placement minutes

Goal 1 Objective 1: By May 2018, 80% of all students and each student group, including Special Education students tested, will pass the language arts, science and math assessment standards.

Summative Evaluation: 80% of all students and each student group, including Special Education students tested, passed all portions of the language arts, science and math assessment standards

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Counseling Services: Coordinate test administration and interpretation for teachers and parents	<ul style="list-style-type: none"> ▪Principal ▪Counselor 	8/2017– 7/2018	Title IVB Budget \$23,705. Local Budget: #FTE 1 \$36,810	<ul style="list-style-type: none"> ▪Time & Effort Documentation

Provide small group counseling sessions and classroom guidance on health, drugs, safety, Child Find, parent training, ELL/Bil, positive behavior models, personal wellness and fitness, school socialization, cooperation, bully-free school.	<ul style="list-style-type: none"> ▪Counselor 	8/2017 – 7/2018	Title \$23,705 Budget Local Budget: #FTE 1 \$36,810	<ul style="list-style-type: none"> ▪Time & Effort Documentation ▪Sign-in sheets
Nursing Services: Provide vision/hearing screenings, student and staff wellness and safety awareness/activities. Participate on District SHAC and Safety Committees.	<ul style="list-style-type: none"> ▪Principal ▪Nurse 	8/2017 – 7/2018	Title IIA Budget \$122,714 Local Budget: #FTE 1 \$36,810	<ul style="list-style-type: none"> ▪Sign-in sheets
Library Services: Provide available resources: *Full-scale library available for all students *Computers with internet access – AR testing, electronic encyclopedias and references, interactive core area	<ul style="list-style-type: none"> ▪Principal ▪Librarian 	8/2017 – 7/2018	Title IA Budget \$980,585 Local Budget: \$36,810	<ul style="list-style-type: none"> ▪Book checkout numbers report ▪AR report

software.				
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Objective 1: By May 2018, 80% of all students and each student group, including Special Education students tested, will pass the language arts, science and math assessment standards.

Summative Evaluation: 80% of all students and each student group, including Special Education students tested, passed all portions of the language arts, science and math assessment standards

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Dropout Prevention Program: Identify students at risk of dropping out of school early and provide early intervention strategies.	<ul style="list-style-type: none"> ▪Principal ▪Asst Principal ▪Counselor Strategist ▪Intervention Teachers 	8/2017 – 7/2018	Title IVA Budget \$23,705 Local Budget: #FTE 3 \$36,810	<ul style="list-style-type: none"> ▪Progress Monitoring ▪Data analysis ▪Benchmark and MOY assessments
Provide transition activities for kindergarten students going to first grade and first grade students going to second grade	<ul style="list-style-type: none"> ▪Principal ▪Asst Principal ▪Teacher 	8/2017 – 7/2018	Title IA Budget \$980,585 Local Budget: #FTE 3 \$36,810	<ul style="list-style-type: none"> ▪Report/sign-in sheet
Provide after-school and summer TACE grant activities to accelerate academic achievement	<ul style="list-style-type: none"> ▪Principal Tammy Conner 	8/2017 – 7/2018	Title/Grant Budget \$1,500,000	

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.

Objective 1: 100% of the Northside teachers will participate in meaningful staff development.
Summative Evaluation: 100% staff is highly qualified according to NCLB requirements.

Data 2017-2018	% Classes taught by Highly Qualified Teachers	% Highly Qualified Teachers	% Highly Qualified Paraprofessionals
	100%	100%	100%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
<p>Provide support for new teachers: with on-going mentoring, new teacher training, reading strategist and campus PLCs with planned time to membership include time for PLCs.</p> <p>Improved planning for target skill learning will Provide PD for new initiatives, Improved PLCs, SMART Goals, I Can Statements, Strategies for teaching academic, new vocabulary, Conscious Discipline, and Brain Gym.</p>	<ul style="list-style-type: none"> ▪Principal ▪Team Leaders ▪Mentors ▪Reading Strategist 	8/2017 – 6/2018	<p>Title IA Budget \$980,585 FTE 1.5 PTE 3</p> <p>Local Budget: #FTE 10: \$36,810</p>	<ul style="list-style-type: none"> ▪Team Meeting Minutes

Goal 2 Objective 1: 100% of the Northside teachers will participate in meaningful staff development.
Summative Evaluation: 100% staff is highly qualified according to NCLB requirements

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide PD for T-TESS and writing SMART Goals for Domain I planning, professional growth and development.	▪Principal	8/2017 – 5/2018	Title IA Budget \$980,585 Local Budget: #FTE 2 \$36,810	Individual T-TESS SMART Goals
Provide meaningful professional development based on T-TESS, State and local criteria. *Technology/Smartboard/iPad *Core content and Instructional/ cross curricular strategies Daily 5 and M.A.T.H. *Differentiated Instruction *Classroom Management *Hon. Character, Cons.Disp. *Balanced Literacy/running records *Assessment Progress Monitoring *Phonics - Neuhaus, DRA, TPRI *ESL/Bilingual strategies *Special Needs/Inclusion, autism, dyslexia *Rtl, PA, Brain Gym, Bully-Free School *Parental Involvement Comprehension/Vocab/fluency Teacher Choice	▪Principal ▪Asst Principal ▪Counselor ▪Reading Strategist ▪Teachers	8/2017 – 6/2018	Title VB Budget \$5,629. Local Budget: #FTE 36 \$36,810	▪Eduphoria ▪Sign-In sheets

Goal 2 Objective 1: 100% of the Northside teachers will participate in meaningful staff development.

Summative Evaluation: 100% staff is highly qualified according to NCLB requirements

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Teachers share learning from PD at PLCs, faculty or grade level meetings.	Principal	8/2017 – 5/2018	Staff Time	Sign-in sheets
Implement Wranglers to provide fun while meeting/working.	Principal Ass't Principal Strategist	8/2017- 5/2018	Time and effort	Sign-in sheets

Goal 3: Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.

Objective 1: By May 2018, the number of discipline referrals will be reduced by 50%.

Summative Evaluation: There is a reduction of discipline referrals by 50%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Develop, maintain, and improve procedures and rules for common areas and classrooms. Incentives such as Dance Hall Friday, pink tickets Resources: Honorable Character, Consc. Disc.	<ul style="list-style-type: none"> ▪Principal/Asst Principal ▪All Staff 	8/2017 - 7/2018	Title IVB Budget \$23,705 Local Budget: #FTE 54 \$36,810	<ul style="list-style-type: none"> ▪PEIMS Discipline report ▪Six weeks discipline report
Continue “Honorable Character” Education Program and Conscious Discipline	<ul style="list-style-type: none"> ▪Principal ▪Asst Principal ▪Staff 	8/2017 – 7/2018	Local Budget	Six weeks discipline report
Renew our Conscious Discipline Bullying Prevention Curriculum. Guidance Counselor will provide consistent lessons throughout the year. Begin school-wide family assembly.	<ul style="list-style-type: none"> ▪Principal ▪Asst Principal ▪Counselor Teacher 	8/2017 - 7/2018	Title IV Budget \$23,705 Local Budget: #FTE 9 \$36,810	<ul style="list-style-type: none"> ▪Time & Effort Documentation ▪Student Survey

Provide, review and continue training: Brain Gym procedures. Extend exercises to job responsibility before content lessons.	<ul style="list-style-type: none"> ▪Principal ▪Asst Principal ▪Counselor ▪All Staff 	8/2017 - 7/2018	Title IVB Budget \$23,705 Local Budget: #FTE 9 \$36,810	▪Sign-in sheets
Cardio Fitness Lab/Character building for students needing support in the area of self-control	TACE Coordinator	8/2017- 7/2018	TACE Budget \$10,000	Journal Daily goals and evaluation Toolbox training strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide personal safety training for students in the classroom setting through Conscious Discipline. Coordinate with parent training. (Consider Michigan Model)	<ul style="list-style-type: none"> ▪Principal ▪Counselor 	Fall of 2017	Title IVB Budget \$23,705 Local Budget: #FTE 39 \$36,810	<ul style="list-style-type: none"> ▪Lesson Plans ▪Parent Sign-in sheets
Provide on campus training of symptoms/prevention of child abuse and reporting procedures.	<ul style="list-style-type: none"> ▪Principal ▪Asst Principal ▪Counselor 	8/2017- 7/2018	Title IVB Budget \$23,705 Local Budget: #FTE 3 \$36,810	<ul style="list-style-type: none"> ▪Teacher sign-in Trainer sign-in

Plan and incorporate an emergency response protocol and practice throughout the year. (Fire, inclement weather, lockdown yellow and red, sunshine alert, disaster, evacuate/relocate.	<ul style="list-style-type: none"> ▪Principal ▪Asst Principal ▪SHAC ▪Safety Committee 	8/2017 – 7/2018	Title IVB Budget \$23,705 Local Budget: #FTE 9 \$36,810	▪Principal records of drills
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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Review and practice EOP for evacuation, fire, and tornado drills and lock-down procedures.	<ul style="list-style-type: none"> ▪Principal ▪Counselor ▪SHAC ▪Safety Committee 	8/2017 – 7/2018	Title IVB Budget \$23,705 Local Budget: #FTE 44 \$36,810	▪Principal records of drills
Continue Raptor system for student protection from sex offenders. Continue new emergency procedures technology, cameras, etc.	<ul style="list-style-type: none"> ▪Principal ▪Counselor ▪SHAC ▪Safety Committee 	8/2017– 7/2018	Title IVB Budget \$23,705 Local Budget: #FTE 9 \$36,810	<ul style="list-style-type: none"> ▪Documentation ▪Parent Sign-in sheets

**Objective 1: By May 2018, the number of discipline referrals will be reduced by 50%.
Summative Evaluation: There is a reduction of discipline referrals by 50%.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
SHAC committee will continue to provide health, wellness and physical fitness activities for staff and students of the Northside campus and the district.	<ul style="list-style-type: none"> ▪Principal ▪Counselor ▪SHAC ▪Safety Committee 	8/2017– 7/2018	Title IVB Budget \$23,705 Local Budget: #FTE 9 \$36,540	<ul style="list-style-type: none"> ▪SHAC Mtg Minutes
Provide Student Fitness Activities -Increase PE to 3 days Wk -Participate in the Northside FitKids program (speed/quickness, flexibility, agility, strength, endurance) and Drums Alive	<ul style="list-style-type: none"> ▪SHAC ▪P.E. Teacher ▪Counselor ▪Principal ▪Asst Principal 	8/2017 – 7/2018	Title IVB Budget \$23,705 Local Budget: #FTE 9 \$36,540	<ul style="list-style-type: none"> ▪Lesson Plans ▪Post Test Results
Participate in District Sport Development Activities Elementary Night at PHS for each sport.	PE Teacher	8/2017 - 7/2018		

Goal 4: Increase positive attitude of School District throughout Community by fostering Community Partnerships.

Goal 4 Objective 1: By May 2018, 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.

Summative Evaluation: 90% of all students’ parents and or family member participated in at least one school sponsored academic activity with their child. Student attendance will be 97%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide parent training for strategies in reading, math and homework and the importance of regular attendance TACE Watch DOGS Bicycle attendance incentive by Rotary Club	<ul style="list-style-type: none"> ▪Parent Involvement Committee ▪Counselor ▪Principal TACE 	8/2017 - 10/2018	Title IIA Budget \$122,714 Local Budget: #FTE 5 \$36,810	<ul style="list-style-type: none"> ▪Parent Survey ▪Sign-in sheets
Provide parent survey 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, parties. Grant – TACE Safety Town, etc.	<ul style="list-style-type: none"> ▪Parent Involvement Committee ▪Counselor Principal TACE Coordinator 	8/2017– 10/2018	Title IIA Budget \$122,714 Local Budget: #FTE 5 \$36,810	<ul style="list-style-type: none"> ▪Parent Survey
TACE provides opportunity for parent involvement 2-3 times per month minimal. These opportunities for interactions with their families and others.	TACE Coordinator Art Teacher		TACE Budget \$7000	Sign-in sheets

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide parent academic awareness through the following meetings: Orientation, Academic Open House, PTO, Math Night Parent/Teacher Conference Grant – planned activities.	<ul style="list-style-type: none"> ▪Principal ▪Counselor 	Fall 2017 Spring 2018	Title IIA Budget \$122,714 Local Budget: #FTE 33 \$36,810	<ul style="list-style-type: none"> ▪Sign-in sheets
Provide parent activities to promote involvement with students such as: Hamburger Cookout, Thanksgiving Luncheon, Christmas Luncheon, Texas Public Schools Week, Book Fairs, Skating, Field Trips, Field Day, Art Show, Orientation, Open House, class projects, AR	<ul style="list-style-type: none"> ▪Northside Faculty ▪Principal ▪Counselor 	8/2017 – 10/2018	Title IIA Budget \$122,714 Local Budget: #FTE 39 \$36,810	<ul style="list-style-type: none"> ▪Parent Survey ▪Sign-in sheets

Goal 4 Objective 2: Increase positive attitude of Northside Primary School throughout the school and community as evidenced by increased positive comments from the family/community survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Update the Northside website	<ul style="list-style-type: none"> ▪Principal ▪Web Page Staff 	8/2017 – 5/2018	Title IIA Budget \$122,714 Local Budget: \$36,810	<ul style="list-style-type: none"> ▪Survey Checked monthly

Increase timely communication for parents: new marquee, media, email, Happenings, newsletter, School Messenger Remind	▪Principal	8/2017 – 5/2018	Title IIA Budget \$122,714 Local Budget: \$36,810	Sign in sheets
Create/update School Happenings wall near the library	▪Librarian	8/2017 – 5/2018	Title IIA Budget \$122,714 Local Budget: \$36,810	Evidence
Participate in District initiative to increase college awareness from K-2 and the community	*Principal	8/2017-5/2018	Time and Effort	Lesson Plans
Continue Watch D.O.G.S..Program to encourage dad involvement at school.	*Assistant Principal	8/2017-5/2018	Title IIA Budget \$122,714 199 \$36,810 PTO \$500	Sign in Sheets
TACE encourages parent involvement through notes, newsletter and emails	TACE Coordinator	8/2017- 7/2018	TACE \$1,500,000	Evidence Sign in sheets

Goal 4 Objective 2: Increase positive attitude of Northside Primary School throughout the school and community as evidenced by increased positive comments from the family/community survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
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Provide day care during parent trainings.	▪Parent Involvement Committee	8/2017 – 7/2018	Title IA Budget \$980,585 Local Budget: \$36,810	Sign in Sheets
Continue Mentor Program/Community Readers	▪Principal ▪Asst Principal	8/2017 – 7/2018	Title IA Budget \$980,585 Local Budget: \$36,810	Sign in sheets

GOAL 5: Implement HB5 in order to foster innovative, collaborative learning experiences through district wide STEAM education, College Readiness, and CTE certifications.

Objective 1: Federal/State/Local programs will be coordinated to improve student achievement.

Summative Evaluation: 100% of LAUNCH students will score at least 90% on EOY Benchmark.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Palestine ISD/Northside will use efficient communications strategies to share all PISD/Northside	▪Campus Principals ▪Superintendent ▪Assistant Superintendent	8/2017 – 6/2018	Title IA Budget \$980,585 199 \$36,810	▪ Plans ▪ Sign-in sheets ▪ Minutes

ideas, plans, and programs	<ul style="list-style-type: none"> ▪Staff ▪Parents ▪Community 			
<ul style="list-style-type: none"> *Provide one LAUNCH class for each grade level. *Assess qualifying students. Provide PD for launch Teacher. *Extend science curriculum throughout grade level. *Provide technology and resources for new LAUNCH curriculum 	<ul style="list-style-type: none"> ▪Principal ▪LAUNCH Teacher 	8/2017 – 7/2018	Title IA Funds \$980,585	Plans
Continue a parent/choice KEY class for students who turn 5 during the summer, attending kindergarten fall 2015 - piano, gym, field trips	<ul style="list-style-type: none"> ▪Principal ▪Teacher 	8/2017 – 6/2018	199 \$36,810 Parent Fee	Lesson Plans

Region 7

Local Needs Assessment Action Plan 2017-2018

Needs Assessment Goal:				
Promote the academic, social and interpersonal communication of enrolled migrant students from PK through 12 th Grade for success and on-time graduation according to the Statewide Delivery Plan and Comprehensive Needs Assessment.				
Needs Assessment Objective:				
Teachers and migrant contacts will look at all grade levels of Data, Local and State Assessments, Course History, Grades, and credits to ensure success of the migrant student and to address their individual needs.				
Evidence of Need	Activity	Timeline	Staff Responsible	Method of Evaluation
Preschool (age 3-5) Assessment of readiness skills	Enrolled students or home based contact (books, activities, Stepping Stones, parent	Within the first 60 days of school for enrolled students Serve as of DOB for 2	District Migrant Contact Campus Administrator Classroom Teacher Region 7 Migrant	ESC Evaluation Form, Early Childhood Checklists, Circle E, DRA Levels, or Teacher

	involvement)	year olds turning 3	Contact	Formative Evaluations
1st to 2nd Grade Academic Mastery of Basic Skills	EOY Assessment and/or Checklists	End of School Year	Classroom Teacher, Campus Administrator, District Migrant Contact	TPRI, Tejas Lee, DRA Levels, STAR Assessments, Universal Screeners, or Local Rubrics
State Assessment Number of students not passing state assessments Grades 3-11	Accelerated Instruction during the school day, extended day and/or summer school; RtI Process and Interventions	Throughout the school year	Campus Administrators, Classroom Teachers, District Administrators, District Migrant Contact	Progress Monitoring Data, State Assessments, Data Disaggregation Reports, PBMAS
Middle School Students Academic and Non-Academic Challenges	Increased awareness of staff regarding migrant student academic and non-academic needs	Beginning of school year or upon enrollment of migrant students and on-going throughout the school year	District Migrant Contact, Classroom Teachers, Campus Principal, District Administration, Counselor, Social Workers, Region 7 Migrant Contact	Student Data, Report Cards, Test Scores, Benchmarks, Progress Monitoring, Discipline Reports, Parent Contacts, RtI Process,
Middle School Students Parents of Middle School Migrant Students	Parent Involvement Conference Increased awareness of parents regarding migrant student academic and non-academic needs	Ongoing throughout the school year and summer home visits	District Migrant Contacts, Campus Administrators, Parent Liaison	Phone Log, Home Visit Log, PAC Agenda and Sign-In Sheets,
Parental Support At all levels of participation and communication for parents	Utilize electronic communication, information meetings, local organizations, and/or school facilities	Ongoing throughout the school year	District Migrant Contact, Counselors, Campus Administrators, Social Workers, Classroom Teachers, Translators	Increased Parental Involvement, Sign-In Sheets, Activity Rosters,
High School Students				

Academic	Computer Assisted, Credit Accrual	Ongoing throughout the school year	Classroom Teacher, Campus Administrator, District Migrant Contact	Transcript, On Track to Graduate, STAAR, EOC, NGS Reports, End of Course Evaluation
Support	Provide a Family Needs Assessment to determine the needs of the student-medical, school supplies or clothing	Ongoing throughout the school year	District Migrant Contact, Classroom Teacher, Campus Administrator	Completed Family Needs Assessment

TAIS Supplement Campus Performance Objective

Barbara Dutton-Principal
 Breck Quarles-Assistant Principal
 Kelcie Kuhn-Instructional Strategist

SAFEGUARD: 60%

STUDENT POPULATION: ELL Reading

GOAL # 1: Educate, empower, and communicate with all stakeholders to show an increase of STAAR scores across all subject areas with an emphasis on math and science as well as targeting college Readiness and CTE Certifications.

OBJECTIVE 1: By May 2018 all student populations including targeted sub-populations AA, ECD, and ELL will increase ELA benchmark scores to exceed the safeguard of 60%.

OBJECTIVE 2: By May 2018 all students' subpopulations will increase math benchmark scores to meet or exceed the safeguard of 60%.

Summative Evaluation: 90% of all students in each sub-population will meet or exceed District passing standards on May Benchmark assessments in ELA and Math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Adjust TACE activities to meet immediate deficits	Principal TACE Coord Strategist	9/2017-2008	TACE Budget \$1,500,000	Weekly Checklist
Implement SNAP Sight Word/Vocabulary Program	Principal Teachers of ELL Students	10/2017 /2018	Local Budget \$36,810	Progress Report Istation Weekly Sigh Word Checklist
Provide tri-weekly coordination between LPAC and Rtl	Principal LPAC	9/2017- 5/2018	TitleA Budget \$980,585 Local Budget \$36,810	Rtl/LPAC Minutes
Provide speech through regular education, Rtl	Principal Classroom Teacher	9/2017- 5/2018	Local Budget \$36,810	Curriculum Checks

Provide Istation Intervention for students struggling in ELA/ELL	Principal RtI/LPAC Speech Teacher	8/2017 5/2018	Local Budget \$36,810	Weekly Checklists
Provide PD in ELL strategies and Vocabulary Development	Principal	9-17-5-18	Title 1A \$980,585 199 \$36,810	Istation Vocabulary Scores
Activity/Strategy	Person(s) Responsible	8/2017-5/18	Resources	Formative Evaluation
Provide Language for Learning Program for students struggling in language acquisition.	Principal RtI/LPAC Speech Teacher	8/2017-5/18	Title Budget \$980,585 Local Budget \$36,810	Weekly Checklist
Adjust the TEKS Resource Math YAG to meet the needs of students learning needs	Principal Strategist	8/2017-5/18	Title Budget \$980,585 Local Budget \$36,810	Weekly Checklist CBA's
Provide PD in Vertical Alignment/Unpacking the Standards	Principal Strategist	9/5/2018	Title Budget \$980,585 Local Budget \$36,810	Sign-in sheets

Provide support materials for guided practice and small group intervention PLC Process	Principal Strategist	8/17-5/18	Title Budget \$980,585 Local Budget \$36,810	Weekly Checklist CBA's
Carefully review and recommend READING textbook adoptions that support the TEKS	Principal Strategist	2/18-5/18	Title Budget \$980,585 Local Budget \$36,810	Sign-in sheets