

# Northside Primary School

## Campus Improvement Plan

### 2015-2016

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**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)*

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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**

As part of Palestine Independent School District, Northside Primary School is committed to providing quality instruction to our students. The staff is a motivated group of professionals dedicated to assisting children in the development of their greatest potential. Our vision is to equip all children who leave our school with knowledge and skills that will enable them to achieve maximum success in society.

**Northside Primary School  
Goals and Objectives  
2015-2016**

- 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 2016, 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 2016, 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 2016, 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 2016, 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
David Atkeisson	District Personnel	2015-2016
Dutton, Barbara	Principal	2015-2016
Breck Quarles	Assistant Principal	2015-2016
Jeanne Jackson	Teacher K – Grade Level Chair	2015-2016
Patti Corbell	Teacher K	2015-2017
Sara Stevens	Teacher K	2015-2017
Nicole Carroll	Teacher Special Education	2015-2016
Christy Ault	Teacher Instructional Strategist	2015-2016
Pritchett, Kayla	Teacher 1 <sup>st</sup> – Grade Level Chair	2015-2015
Stacie Britt	Teacher 1 <sup>st</sup>	2015-2015
Ginny Gayso	Teacher 1 <sup>st</sup>	2015-2016
Roxanne Willoughby	Non-Teaching	2015-2018
Dan Davis	Business Representative	2015-2017
Bob Snow	Business Representative	2015-2017
Shirley Cole	Parent	2015-2017

+ - Second Term on committee

\* - First Term on committee

## Northside Primary School Staff 2015-2016

Dutton, Barbara	Principal	Northside Primary School
Quarles, Breck	Assistant Principal	Northside Primary School
Caveness, Deborah	Counselor	Northside Primary School
Bledsoe, Karen	Nurse	Northside Primary School
Coman, Cindy	Secretary	Northside Primary School
Garcia, Rosa	Secretary/Receptionist	Northside Primary School
Cooper, Jessi	KEY	Northside Primary School
Corbell, Patti	Kindergarten Teacher	Northside Primary School
Rhea Villarreal	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, Janna	Kindergarten Teacher	Northside Primary School
Kiser, Paula	Kindergarten Teacher	Northside Primary School
McComas, Kitty	Kindergarten Teacher	Northside Primary School
Lasser, Tracy	Kindergarten Teacher	Northside Primary School
Richmond, Sherry	Kindergarten Teacher	Northside Primary School
Rosson, Amy	Kindergarten Teacher	Northside Primary School
Stevens, Sara	Kindergarten Teacher	Northside Primary School
Tomme, Suzie	Kindergarten Teacher	Northside Primary School
Ault, Christy	Instructional Strategist	Northside Primary School
Britt, Stacie	First Grade Teacher	Northside Primary School
Hasler-Gail, Leslie	First Grade Teacher	Northside Primary School
Gayso Virginia	First Grade Teacher	Northside Primary School
Mendietta, Diana	First Grade Teacher	Northside Primary School
Malkie, Heather	First Grade Teacher	Northside Primary School
McChesney, Nikki	First Grade Teacher	Northside Primary School
Newbury, Rana	First Grade Teacher	Northside Primary School
Pritchett, Kayla	First Grade Teacher	Northside Primary School



Ramsey, Emily	First Grade Teacher	Northside Primary School
Reina, Carolyn	First Grade Teacher	Northside Primary School
Corley, Andi	First Grade Teacher	Northside Primary School
Owens, Tabitha	First Grade Teacher	Northside Primary School
Kelcie Kuhn	First Grade Teacher	Northside Primary School
Cindy Rubalcava	First Grade Teacher, Bilingual	Northside Primary School
Carroll, Nicole	Special Education Teacher	Northside Primary School
Moers, Dae	Special Education Teacher	Northside Primary School
Petty, Leann	Special Education Teacher	Northside Primary School
Hills, Vicki	Student Intervention Teacher 1 <sup>st</sup>	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
Hudgins, Gracie	Classroom Aide	Northside Primary School
Cobble, Channa	Classroom Aide	Northside Primary School
Conner, Christina	Classroom Aide	Northside Primary School
Ernest, Candy	Classroom Aide	Northside Primary School
Garcia, Sylvia	Classroom Aide	Northside Primary School
Jones, Megan	Classroom Aide	Northside Primary School
Lively, Heather	Classroom Aide	Northside Primary School
Mendez, Inez	Classroom Aide	Northside Primary School
Mitchell, Betty	Classroom Aide	Northside Primary School
Lewis, Angela	Classroom Aide	Northside Primary School
Bailey, Gayla	Computer Lab Aide	Northside Primary School
Willoughby, Roxanne	Library Aide	Northside Primary School
Turner, Ruthie	Intervention Program Aide	Northside Primary School
Wheeler, Lucinda	PE Aide	Northside Primary School
Kimberly Mendietta	Clerical	Northside Primary School
Chaves, Maria	Crossing Guard	Northside Primary School
Jones, Jennifer	Crossing Guard	Northside Primary School
Herring, Carol	School Community Liaison	Palestine ISD

## Northside Primary School Committees 2013-2014

### Rules/Procedures Committee:

Breck Quarles, Assistant Principal  
Barbara Dutton, Principal  
Stacie Britt, 1<sup>st</sup>  
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, Jessie Cooper  
1<sup>st</sup>, Leslie Gail

### Parent Involvement:

Breck Quarles, Assistant Principal  
Roxanne Willoughby, non-teaching  
Tammy Conner, TACE  
Ruth Ann Web, Special Program  
Misti King, Special Programs  
K, Paula Kiser  
1<sup>st</sup>, Kelcie Kuhn

### SHAC:

Breck Quarles, Assistant Principal  
Karen Bledsoe, Nurse  
Parent,

### RIF:

Breck Quarles, Assistant Principal  
Andi Corley, 1<sup>st</sup>  
Patti Corbell, K

### Beautification:

Breck Quarles, Assistant Principal  
Misti King, Sp. Programs  
Roxanne Willoughby, Non-teaching  
K, Tammy Ives  
1<sup>st</sup>, Kayla Pritchett

### Rtl Committee:

Barbara Dutton, Principal  
Breck Quarles, Asst. Principal  
Christy Ault, Strategist  
Vicki Hills, Intervention 1<sup>st</sup>  
Ruthie Turner, Intervention K  
Teacher of Student

### District Action Team (DAT)

Jessie Cooper, Teacher, K

Campus Improvement Team (CAT)

Barbara Dutton, Principal  
Breck Quarles, Asst. Principal  
Ginny Gayso, 1<sup>st</sup>  
Stacie Britt, 1<sup>st</sup>  
Kayla Pritchett, 1<sup>st</sup>  
Jeanne Jackson, K  
Sara Stevens, K  
Patti Corbell, K  
Christy Ault, Teacher/Strategist  
Nicole Carroll, Special Programs

Shirley Cole, Parent  
Dan Davis, Business Rep  
Bob Snow, Business Rep  
Roxanne Willoughby, Non-teaching

504

Deborah Caveness, Counselor  
Barbara Dutton, Principal  
Breck Quarles, Asst. Principal  
Dyslexia, Vicki Hills  
Teacher  
Parent

Technology

Barbara Dutton, Principal  
Breck Quarles  
Gayla Bailey, non-teaching  
Kitty McComas, K  
Stacie Britt, 1<sup>st</sup>

Incentive

Breck Quarles, Assistant Principal  
Barbara Dutton, Principal  
Christy Ault, Strategist  
The Wranglers:  
Carolyn Reina, Cindy Rubalcava, Andi Corely, Jessie  
Cooper, Rhea Villarreal, Paula Kiser, Roxanne  
Willoughby

# Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on May 19, 2015.

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>TPRI</i>  <i>AR testing data</i>  <i>DRA</i>  <i>Istation</i>  <i>Weekly Assessments</i>  <i>Early Reading Standards Record</i>  <i>Teacher retention data</i></p>
<i>Jeanne Jackson</i>	
<i>Patti Corbell</i>	
<i>Sara Stevens</i>	
<i>Ginny Gayso</i>	
<i>Kayla Pritchett</i>	
<i>Stacie Britt</i>	
<i>Nicole Carroll</i>	
<i>Deborah Caveness</i>	

NORTHSIDE PRIMARY SCHOOL  
Campus Action Team Meeting  
Northside Library  
May 19, 2014  
2:30 p.m. – 4:30 p.m.

1. Evaluate 2014 – 2015 Campus Plan.
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 2015-2016

NORTHSIDE PRIMARY SCHOOL  
Campus Action Team Meeting  
Conference Room  
May 20, 2015  
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
- TPRI
- Early Reading Standards Student Records
- Teacher Retention Data
- Istation

The Goals and Objectives from the 2014 – 2015 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**  
2015 – 2016

**DEMOGRAPHICS**

	08-09 PK & K	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
African American	30.25%	29.67%	26.79%	28.6%	25.55%	26.42%	23.2%	27.4%
Hispanic	39.5%	39.83%	41.13%	38.6%	43.38%	36.04%	31.9%	30.7%
White	29.1%	26.56%	30.94%	31.4%	27.57%	32.64%	35.4%	33.3%
Asian	.7%	1.24%	1.13%	1.38%	.74%	.08%	0.7%	1.14%
LEP	37.41%	29.9%	28.7%	32.1%	20.59%	27.0%	25.0%	22.8%
Bilingual			.06%	.02%	6.25%	7.1%	7.04%	6.36%
AT-RISK	73.44%	72.2%	67.9%	50.3%	54.41%	55.1%	66.0%	53.3%
Econ. Dis.	73.44%	83.9%	68.7%	80.3%	78.68%	81.2%	77.8%	75.5%
Retention		.03%	.03%	12.1%	3.49%	4.19%	4.57%	3.5%
Attendance	95.83	95.83%	95.41%	95.99%	76.01%	95.4%	95.6%	94.8%
G/T					2.2%	2.7%	1.7%	1.3%
Male					53.13%	50.91%	51.06%	55.47%
Female					46.88%	49.09%	49.94%	44.53%

**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. The Parent Involvement Committee will address these issues and plan meaningful activities to enhance our participation. “Monthly Parenting Tips” was the area most helpful to parents. Many more positive comments were made, as well.
3. We enjoyed the increased parent involvement activities as a part of the 21<sup>st</sup> Century Grant.

## DATA

Data from following assessment instruments were used to assess student achievement and program effectiveness and to plan curriculum and instruction: TPRI, DRA, District Benchmark, and Istation.

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	11-12	12-13	13-14	14-15
Afr Am	93%	93%	99%	95%	94%	98%	96%	99%
Hispanic	94%	96%	100%	97%	96%	100%	96%	99%
White	98%	96%	99%	97%	96%	97%	98%	97%
Eco Dis	95%	96%	98%	95%	95%	99%	95%	97%
Male	91%	98%	98%	96%	94%	98%	96%	99%
Female	96%	94%	100%	97%	98%	99%	98%	96%
At-Risk	85%	96%	98%	93%	91%	98%	95%	96%
ESL	86%	95%	100%	93%	94%	100%	97%	100%
Rtl	33%	96%			80%	98%		
G/T		100%		N/A		100%		N/A
Bil			95%	100%			95%	95%
Sp Ed		82%	92%	67%		82%	77%	100%

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



**TPRI**

<b>Kindergarten</b>	<b><i>09-10</i></b>	<b><i>10-11</i></b>	<b><i>11-12</i></b>	<b><i>12-13</i></b>	<b><i>14-15</i></b>
Rhyming	96%	99%	97%	98%	93%
Blending Word Parts	93%	99%	98%	98%	98%
Blending Phonemes	90%	98%	96%	97%	93%
Deleting Initial Sound	84%	96%	94%	95%	84%
Deleting Final Sound	63%	86%	85%	82%	62%
Letter Name ID	98%	99%	98%	99%	99%
Letter-Sound Linking	95%	99%	98%	98%	98%
Comprehension	37%	80%	78%	79%	83%

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

**IStation**

<b>Kindergarten</b>	<b><i>10-11</i></b>	<b><i>11-12</i></b>	<b><i>12-13</i></b>	<b><i>13-14</i></b>	<b><i>14-15</i></b>
Tier 1	69%	48%	56%	64%	54%
Tier 2	17%	27%	27%	21%	31%
Tier 3	14%	25%	17%	14%	15%

<b>First Grade</b>	<b><i>10-11</i></b>	<b><i>11-12</i></b>	<b><i>12-13</i></b>	<b><i>13-14</i></b>	<b><i>14-15</i></b>
Tier 1	47%	26%	56%	57%	51%
Tier 2	30%	13%	19%	15%	22%
Tier 3	23%	61%	24%	27%	27%

**DRA 2**

<b>Kinder.</b>	<b><i>09-10</i></b>	<b><i>10-11</i></b>	<b><i>11-12</i></b>	<b><i>12-13</i></b>	<b><i>13-14</i></b>	<b><i>14-15</i></b>		<b><i>09-10</i></b>	<b><i>10-11</i></b>	<b><i>11-12</i></b>	<b><i>12-13</i></b>	<b><i>13-14</i></b>	<b><i>14-15</i></b>
No Score	2	0	3	0	0	2	Level 8	30	47	22	32	31	23
Level 1	1	3	5	4	2	6	Level 10	17	47	25	11	21	11
Level 2	8	7	3	7	11	5	Level 12	14	15	8	12	14	5
Level 3	17	13	29	35	25	37	Level 14	5	0	2	3	1	2
Level 4	122	77	93	106	93	104	Level 16	5	0	2	2	12	4
Level 6	52	50	58	37	55	46	Level 18+	1	0	1	8	0	18

**DRA 2 (cont'd)**

<b>First Grade</b>	<b><i>09-10</i></b>	<b><i>10-11</i></b>	<b><i>11-12</i></b>	<b><i>12-13</i></b>	<b><i>13-14</i></b>	<b><i>14-15</i></b>		<b><i>09-10</i></b>	<b><i>10-11</i></b>	<b><i>11-12</i></b>	<b><i>12-13</i></b>	<b><i>13-14</i></b>	<b><i>14-15</i></b>
No Score		0	1	0	0		Level 18		82	43	39	41	34
Level 4		7	2	2	0	2	Level 20		55	41	41	47	51
Level 6		3	3	2	0	3	Level 24		36	39	47	40	54
Level 8		8	0	3	8	4	Level 28		20	3	26	27	16
Level 10		7	3	9	3	2	Level 30		10	55	14	12	21
Level 12		13	7	9	5	6	Level 34		9	0	5	10	8
Level 14		17	17	8	9	8	Level 38		3	0	8	12	19
Level 16		17	44	27	31	27	Level 40+		0	0	18	30	13

**PROGRAMS:**

**EARLY INTERVENTION:** We identify at-risk students at the beginning of the year and provide early Tier II reading and math intervention, including small group and individual instruction, tutoring. 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. As students meet grade level standards, they are dismissed from the program. We retained 7 kindergarten and 11 first grade students. Based on data, we will continue this successful program in K and 1<sup>st</sup> – continuing a 1<sup>st</sup> grade intervention teacher.

**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, phonics, Istation, and DRA. We are including several initiatives this year to increase student achievement:

- Coordination of local, state, and federal funds are used to support our Balanced Literacy Program.
- Summer 2015 Central Office Curriculum and Northside Curriculum Leadership teamed to write complete TEKS-based curriculum guides for core areas. These guides will be used each week for lesson planning during PLC meetings.
- We have changed the structure of our PLC planning and progress monitoring. Each Monday PLC's meet and (using new curriculum guides) collaboratively write lesson plan objectives. Each Wednesday the PLC will meet to analyze the previous week's assessments to plan for any immediate needed intervention.
- The reading strategist facilitates PLC planning and data analysis meetings and coordinates the intervention strategies groups as well as provides intervention for student strategy groups. She models strategies for teachers.
- We have a new DMAC system for weekly and benchmark data analysis that uses copy paper instead of scantron sheets – saving money for the District.
- We are implementing a new program called The Daily 5 this year. This program provides a differentiated instruction structure for teaching reading and writing. We anticipate that this program will greatly accelerate achievement in reading and writing. There is a math component called M.A.T.H.

- This year our reading intervention teacher has received training to become our certified dyslexia specialist - located on our campus. She will be providing assessment for dyslexia identification and instruction for identified students, as well as intervention for Tier II and Tier III students.
- The early intervention Istation ELAR program will continue to be used in Tiers I, II, and III. Istation is curriculum, progress monitoring, and assessment for phonemic awareness, phonics, vocabulary, and comprehension for kindergarten and first grades.

**LAUNCH/GT:** This year the G/T students are served in the LAUNCH classroom instead of being pulled out of their classrooms and missing instruction.

**MATH/SCIENCE LAB:** We are continuing to improve our teacher-initiated math/science lab and are working to include technology this year.

- The new TEKSas Target Math Digital program will provide daily activities to accelerate and maintain math skills.

**PARENT INVOLVEMENT:** WATCH D.O.G. is a new Northside parent involvement initiative our assistant principal is facilitating this year to encourage DADS to be visible at school.

**COMMUNITY/SCHOOL INVOLVEMENT:** NS students and staff are participating in the district's College Awareness initiative K-12 and beyond in the community.

**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.
- Each teacher and student will receive an iPad.
- This year we are home for two technology personnel – one for repair and maintenance and one for PD and ongoing educational instruction support
- TEKSas Target Math: Last year we piloted a math smart board program, Target Math. Title I funds will be used to purchase the digital program this year.

- K teachers are piloting for 60 days the ESGI data documentation digital program. It is the assessment and reporting component for K teachers. Hopefully Title and 199 funds will purchase the new technology if recommended.
- PTO, community, and local funds have combined to purchase a digital marquee for our 155 entrances. This will be an effective, attractive, and new way to communicate events to our parents and the community.

**SPECIAL EDUCATION:** This year our Diagnostician is located on our campus providing support for teachers and students.

Summer 2015 eleven of our NS staff received extensive course work and testing to become Certified Autism Specialists. The funding for the training was provided by special education and local funds.

**TACE:** This was the third year of our 21<sup>st</sup> Century Before/After School and Parent Involvement Grant. We've met 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.

**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.

**Honorable Character** is our campus positive behavior classroom management program to supplement Time to Teach, the District's positive behavior program. It is also a complementary program to *First Days & Conscious Discipline*. We believe it will continue to have a positive impact on school procedures, routines, and discipline.

**Bilingual/ESL:** Data shows we are continuing to meet the needs of our bilingual/ESL students. Northside will continue kindergarten and first grade bilingual classes for 2015-2016. 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 25 and 26 in our K and 1<sup>st</sup> grade classrooms. A waiver will be written to address the increased class enrollment.

**LAUNCH:** Northside/PISD is adding Science/Math LAUNCH curriculum for kindergarten and first grade classrooms. The students must qualify in order to participate in this 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 strategy teaching model.

**SOCIAL STUDIES:** Fall, 2015 we will implement the supplemental Texas social studies TEKS curriculum for K and first grades. PD for implementation of the technology will be provided as needed.

**KEY:** We are in year two 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.

**PROFESSIONAL DEVELOPMENT:**

Professional development for district initiatives includes: Daily 5, Balanced Literacy, phonics, M.A.T.H. and core area strategies, Honorable Character, and technology. This training is funded by Title I, Title III, Region VII and Local 199 funds.

Each year Individual teachers identify in the Teacher Self-Report Part II individual professional development needs based on student data, student needs, and program initiatives. PD/training will include workshops, book studies, and cross training at staff meetings.

All professional development is recommended/approved by the CSBDMC.

**STAFFING:**

We did not replace one classroom teacher in each grade. We welcome a new PE Specialist and Tech Support Specialist shared with Southside and are happy to provide a home for the technology technician and diagnostician.

Strategies will continue to attract and retain highly qualified teachers.

**BUDGET:**

Palestine ISD  
Northside Primary  
FYE 8/31/15

Function	Amount
11	\$52,320
12	8,100
13	3,160
23	5,100
31	3,780
33	<u>1,080</u>
	<u>\$53,540</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 - \$ 126,687.32.

Total FTEs and PTEs funded through SCE at Northside 5

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.

*At all schools, School State Compensatory Funds are used to support Title I initiatives.*

**The comprehensive, intensive, accelerated instruction program at this district...**consists of after school tutorials for students at-risk, reduction of student teacher ratio in math, the purchase of technology: smart boards (math and science), slates, active votes, visual streaming, science starters, three for E math starters, staff development to meet the needs of a diverse population, and consultants for math and science. **Upon evaluation of the effectiveness of this program the committee finds that...**data shows programs used were effective. We will continue with implementation of program with ongoing evaluations based on student needs.

## 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
<b>Federal Programs</b>	<b>State Programs/Funding Source</b>
Title 1, Part A	Student Success Initiative
Title I, Part C (Migrant) – Region VII	Career/Technology Education
Title II, Part A (TPTR)	State Compensatory Education
Title VI, Part B Rural/Low Income	Dyslexia
Special Education	Gifted/Talented
Carl Perkins	Special Education
	Bilingual/ESL Program
	<b>Local Programs/Funding Source</b>
	<b>Grants</b>
	Texas 21 <sup>st</sup> AFTER SCHOOL Learning Centers Grant

**NORTHSIDE PRIMARY  
CAMPUS PARENT INVOLVEMENT POLICY  
2014-2015**

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 ten federally required components:

1. Comprehensive Needs Assessment
2. Scientifically based research reform strategies that address the needs of all children in the school, but particularly those at risk of not meeting the state academic achievement standards
3. Instruction by highly qualified teachers
4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others
5. Strategies to attract high-quality highly qualified teachers
6. Strategies to increase parental involvement
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs
8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program
9. Effective, timely additional assistance for students that experience difficulty mastering state standards
10. Coordination and integration of Federal, State, and local services and program.

**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 2016, 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	Title 1 Schowide Component (#1-10)	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"> <li>- TEKS Resource, Journeys</li> <li>- DRA, TPRI</li> <li>- PA of the Young Child</li> <li>- Braingym</li> <li>- Neuhaus</li> <li>- Tucker Signing</li> <li>- Daily 5</li> <li>- M.A.T.H.</li> <li>- Accelerated Reader AR</li> <li>- Istation</li> <li>- AR Summer Reading Pro</li> <li>- Technology/Smart Board, ESIG, Target Math</li> <li>- iPads/wireless</li> <li>- Math science labs</li> </ul>	2,3,8,9	Principal	8/2015 – 7/2016	Title Budget SCE Budget: Local Budget: #FTE 31 Instruction: \$89,810	<ul style="list-style-type: none"> <li>▪Weekly Data Analysis Reports</li> <li>▪Running Records</li> <li>▪Istation</li> <li>▪MOY Benchmark</li> </ul>

**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.

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Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Increase time for teachers to plan collaboratively for core area instruction. Restructure planning.	2, 3, 4, 9	▪Principal ▪Strategist	8/2015 – 7/2016	Staff Time	▪Sign-in sheets
Provided professional development for balanced literacy classroom -Daily 5 MATH with differentiated instruction, comprehension, fluency and vocabulary building -Writer’s Workshop -Interactive/guided Writing -Poetry/Notebooks -Guided Reading/DRA TPRI Implement the Wranglers for fun and motivation for teachers.	2,4,9	▪Principal	6/2013 - 7/2014	Title Budget  SCE Budget:  Local Budget: #FTE 30 Instruction: \$89,810	▪Sign-in sheets
Strategist will model for and coach teachers and facilitate PLC planning and data analysis meetings	2,3,4,8,9	▪Principal Strategist	8/2013 - 7/2014	Title I Funds	*PIC Minutes

**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.**

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Activity/Strategy	Title 1 School Wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Assessment – Provide instruments and procedures to ensure: *assessment is in compliance with policy, students strengths and weaknesses are identified on a timely basis *assessment supports objectives and reading standards *provides progress monitoring *TPRI, DRA, running records, weekly tests, benchmarks	8	<ul style="list-style-type: none"> <li>▪Principal</li> <li>▪Asst Principal</li> <li>▪Counselor</li> </ul>	8/2015 – 7/2016	Title Budget  SCE Budget:  Local Budget: #FTE 30  Instruction: \$89,810	<ul style="list-style-type: none"> <li>▪Wkly Assessments</li> <li>*Benchmarks</li> <li>▪ DRA, TPRI</li> </ul>
At-Risk: Provide early intervention strategies for identified at-risk Rtl, Tier II, & Tier III students **Phonemic Awareness of the Young Child **Neuhaus Phonics, TPRI **Istation, LLI **Strategy Groups ***Data will be analyzed weekly for intervention	2, 9, 10	<ul style="list-style-type: none"> <li>▪Principal</li> <li>▪Counselor</li> <li>▪Strategist</li> <li>▪Interventionists</li> </ul>	8/2015 – 7/2016	Title Budget  SCE Budget: Local Budget: #FTE 30 Instruction: \$89,810	<ul style="list-style-type: none"> <li>▪Frequent progress monitoring</li> <li>▪Wkly data analysis</li> <li>▪Pensive</li> <li>▪PLC minutes</li> </ul>



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Activity/Strategy	Title 1 School Wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Progress monitor Rtl Tier I, II, and III students to ensure adequate progress is being made by all. All regular ed. Instructional strategies will be exhausted before Sp. Ed referral is made.	2, 9, 10	<ul style="list-style-type: none"> <li>▪Principal</li> <li>▪Asst Principal</li> <li>▪Counselor</li> <li>▪Intervention Teachers</li> <li>▪Teacher</li> </ul>	8/2015 – 7/2016	Title Budget  SCE Budget:  Local Budget: #FTE 5 Instruction: \$89,810	<ul style="list-style-type: none"> <li>▪Wkly Data Analysis intervention planning</li> </ul>
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.	2, 9, 10	<ul style="list-style-type: none"> <li>▪Principal</li> <li>▪Counselor</li> <li>▪Diagnostician</li> <li>▪ARD Committee</li> </ul>	ARD meeting	Special Education Budget #FTE 4 #PTE 4	<ul style="list-style-type: none"> <li>▪ARD Mtg. Minutes</li> </ul>

**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.**

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Activity/Strategy	Title 1 School Wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
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)	2, 4, 9, 10	<ul style="list-style-type: none"> <li>▪Principal</li> <li>▪Counselor</li> <li>▪LPAC committee</li> </ul>	8/2015 – 7/2016	Title Budget  SCE Budget:  Local Budget #FTE 3	<ul style="list-style-type: none"> <li>▪Woodcock-Munoz</li> <li>▪LPAC Mtg. Minutes</li> </ul>
G/T: Provide nomination and assessment to identify students for the G/T and LAUNCH programs according to District and State guidelines. (ITBS, CogAT, Portfolio checklist from PreK)  Serve G/T students in LAUNCH classrooms	2, 9, 10	<ul style="list-style-type: none"> <li>▪Principal</li> <li>▪Counselor</li> <li>▪GT teacher</li> </ul>	3/2016	Title Budget  SCE Budget:  Local Budget: #FTE 1  Instruction: \$89,810	<ul style="list-style-type: none"> <li>▪G/T Placement Mtg. Minutes</li> </ul>
Implement LAUNCH curriculum in one classroom in K, 2 in first.	2,,9,,10	<ul style="list-style-type: none"> <li>▪Principal</li> <li>▪Teacher</li> </ul>	8/2016		<ul style="list-style-type: none"> <li>▪Student placement minutes</li> </ul>

**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.**

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Activity/Strategy	Title 1 School Wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Counseling Services: Coordinate test administration and interpretation for teachers and parents	2, 9, 10	<ul style="list-style-type: none"> <li>▪Principal</li> <li>▪Counselor</li> </ul>	8/2015 – 7/2016	Title Budget SCE Budget:  Local Budget: #FTE 1 Instruction: \$89,810	<ul style="list-style-type: none"> <li>▪Time &amp; Effort Documentation</li> </ul>

**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.**

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Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
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.	2, 9, 10	▪Counselor	8/2013 – 7/2014	Title Budget SCE Budget:  Local Budget: #FTE 1 Instruction: \$89,810	▪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.	2, 9, 10	▪Principal ▪Nurse	8/2015 – 7/2016	Title Budget SCE Budget: Local Budget: #FTE 1 Instruction: \$89,810	▪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 software.	2, 8, 9, 10	▪Principal ▪Librarian	8/2015 – 7/2016	Title Budget SCE Budget: Local Budget: Instruction: \$89,810	▪Book checkout numbers report  ▪AR report

**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 2016, 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	Title 1 Schoolwide Component (#1-10)	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.	2, 8, 9, 10	<ul style="list-style-type: none"> <li>▪Principal</li> <li>▪Asst Principal</li> <li>▪Counselor</li> <li>▪Strategist</li> <li>▪Intervention Teachers</li> </ul>	8/2015 – 7/2016	Title Budget  SCE Budget: Local Budget: #FTE 3 Instruction: \$89,810	<ul style="list-style-type: none"> <li>▪Progress Monitoring</li> <li>▪Data analysis</li> <li>▪Benchmark and MOY assessments</li> </ul>
Provide transition activities for kindergarten students going to first grade and first grade students going to second grade	7	<ul style="list-style-type: none"> <li>▪Principal</li> <li>▪Asst Principal</li> <li>▪Teacher</li> </ul>	8/2015 – 7/2016	Title Budget  SCE Budget: Local Budget: #FTE 3 Instruction: \$89,810	<ul style="list-style-type: none"> <li>▪Report/sign-in sheet</li> </ul>
Provide after-school and summer TACE grant activities to accelerate academic achievement	2,8,9,10	<ul style="list-style-type: none"> <li>▪Principal</li> <li>▪Grant Coordinator</li> </ul>	8/2015 – 7/2016	Title/Grant Budget	

**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 2014-2015	% Classes taught by Highly Qualified Teachers	% Highly Qualified Teachers	% Highly Qualified Paraprofessionals
	100%	100%	100%

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
<p>Provide support for new teachers: with on-going mentoring, new teacher training, reading strategist and including new teachers with campus planning and Committee membership.</p> <p>Create and maintain academic calendar, planning committees and include time for math planning.</p>	1,3,4,5,8,9,10	<ul style="list-style-type: none"> <li>▪Principal</li> <li>▪Team Leaders</li> <li>▪Mentors</li> <li>▪Reading Strategist</li> </ul>	8/2015 – 6/2016	<p>Title Budget FTE 3 PTE 2</p> <p>SCE Budget: PTE 5</p> <p>Local Budget: #FTE 10</p> <p>Instruction: \$89,810</p>	<ul style="list-style-type: none"> <li>▪Team Meeting Minutes</li> </ul>

**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**

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Conduct survey. Review survey, TSR, and data to determine individual and campus professional development needs.	1, 4	▪Principal	4/2015 – 5/2016	Title Budget SCE Budget: Local Budget: #FTE 2 Instruction: \$89,810	▪TSR  ▪Survey results
Provide meaningful professional development based on Teacher Self-Report, Survey Results, and State and local criteria. *Technology/Smart Board/iPad *Core content and Instructional/cross curricular strategies Daily 5 and M.A.T.H. *Differentiated Instruction *Classroom Management *Hon. Character/Wong/Cons.Disp. *Balanced Literacy *Assessment Progress Monitoring *Phonics - Neuhaus *ESL/Bilingual strategies *Special Needs/Inclusion, autism, dyslexia *Rtl, Brain Gym, Bully-Free School *Parental Involvement Comprehension/Vocab/	3,4,6,10	▪Principal ▪Asst Principal ▪Counselor ▪Reading Strategist ▪Teachers	8/2013 – 6/2014	Title Budget  SCE Budget:  Local Budget: #FTE 36 Instruction: \$89,810	▪Eduphoria  ▪Sign-In sheets

**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**

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Teachers share learning from PD at faculty meetings.	4	Principal	8/2015 – 5/2016	Staff Time	Sign-in sheets
Implement Wranglers to provide fun while meeting/working.	4	Principal Ass't Principal Strategist Wrangler	8/2015-5-2016	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 2015, the number of discipline referrals will be reduced by 50%.**

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

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	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: CHAMPS/Foundations, First Days, Honorable Character, Consc. Disc. Safety Town	10	<ul style="list-style-type: none"> <li>▪Principal/Asst Principal</li> <li>▪All Staff</li> </ul>	8/2015 - 7/2016	Title Budget  SCE Budget:  Local Budget: #FTE 54 Instruction: \$89,810	<ul style="list-style-type: none"> <li>▪PEIMS Discipline report</li> <li>▪Six weeks discipline report</li> </ul>
Continue “Honorable Character” Education Program.	4,10	<ul style="list-style-type: none"> <li>▪Principal</li> <li>▪Asst Principal</li> <li>▪Staff</li> </ul>	8/2015 – 7/2016	Local Budget	Six weeks discipline report
Provide professional development for implementation of positive behavior model resources.	4, 10	<ul style="list-style-type: none"> <li>▪Principal</li> <li>▪Asst Principal</li> <li>▪Staff</li> </ul>	8/2015 - 7/2016	Title Budget  SCE Budget:  Local Budget: #FTE 9 Instruction: \$89,810	<ul style="list-style-type: none"> <li>▪PEIMS Discipline report</li> </ul>

**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 2016, the number of discipline referrals will be reduced by 50%.**

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

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Adopt and implement an early childhood anti-bully curriculum. Guidance Counselor will provide consistent lessons throughout the year.	2, 4, 9, 10	<ul style="list-style-type: none"> <li>▪Principal</li> <li>▪Asst Principal</li> <li>▪Counselor</li> </ul>	8/2015 - 7/2016	Title Budget  SCE Budget: Local Budget: #FTE 9 Instruction: \$89,810	<ul style="list-style-type: none"> <li>▪Time &amp; Effort Documentation</li> <li>▪Student Survey</li> </ul>
Provide, review and continue training: Brain Gym procedures. Extend exercises to job responsibility before content lessons.	2, 4, 10	<ul style="list-style-type: none"> <li>▪Principal</li> <li>▪Asst Principal</li> <li>▪Counselor</li> <li>▪All Staff</li> </ul>	8/2015 - 7/2016	Title Budget  SCE Budget: Local Budget: #FTE 9 Instruction: \$89,810	<ul style="list-style-type: none"> <li>▪Sign-in sheets</li> </ul>
Provide Northside Discipline Procedures with District Handbook and training for parent signature of receipt when the child enrolls in the district.	10	<ul style="list-style-type: none"> <li>▪Principal</li> <li>▪Asst Principal</li> <li>▪Counselor</li> </ul>	8/2015 - 7/2016	Title Budget SCE Budget: Local Budget: #FTE 3 Instruction: \$89,810	<ul style="list-style-type: none"> <li>▪Parent Handbook Receipt Page</li> </ul>

**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 2016, the number of discipline referrals will be reduced by 50%.**

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

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide personal safety training for students in the classroom setting. Coordinate with parent training. (Consider Michigan Model)	4, 6, 10	<ul style="list-style-type: none"> <li>▪Principal</li> <li>▪Counselor</li> </ul>	Fall of 2016	Title Budget SCE Budget: Local Budget: #FTE 39 Instruction: \$89,810	<ul style="list-style-type: none"> <li>▪Lesson Plans</li> <li>▪Parent Sign-in sheets</li> </ul>
Provide on campus training of symptoms/prevention of child abuse and reporting procedures.	4,10	<ul style="list-style-type: none"> <li>▪Principal</li> <li>▪Asst Principal</li> <li>▪Counselor</li> </ul>	8/2015- 7/2016	Title Budget SCE Budget: Local Budget: #FTE 3 Instruction: \$89,810	<ul style="list-style-type: none"> <li>▪Teacher sign-in</li> <li>Trainer sign-in</li> </ul>
Plan and incorporate an emergency response protocol and practice throughout the year. (Fire, inclement weather, lockdown yellow and red, sunshine alert, disaster, evacuate/relocate.	2, 10	<ul style="list-style-type: none"> <li>▪Principal</li> <li>▪Asst Principal</li> <li>▪SHAC</li> <li>▪Safety Committee</li> </ul>	8/205 – 7/2016	Title Budget SCE Budget:  Local Budget: #FTE 9 Instruction: \$89,810	<ul style="list-style-type: none"> <li>▪Principal records of drills</li> </ul>

**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 2016, the number of discipline referrals will be reduced by 50%.**

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

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Review and practice EOP for evacuation, fire, and tornado drills and lock down procedures.	2, 10	<ul style="list-style-type: none"> <li>▪Principal</li> <li>▪Counselor</li> <li>▪SHAC</li> <li>▪Safety Committee</li> </ul>	8/2015 – 7/2016	Title Budget SCE Budget:  Local Budget: #FTE 44 Instruction: \$89,810	<ul style="list-style-type: none"> <li>▪Principal records of drills</li> </ul>
Continue Raptor system for student protection from sex offenders. Continue new emergency procedures technology, cameras, etc.	2, 10	<ul style="list-style-type: none"> <li>▪Principal</li> <li>▪Counselor</li> <li>▪SHAC</li> <li>▪Safety Committee</li> </ul>	8/2015 – 7/2016	Title Budget SCE Budget:  Local Budget: #FTE 9 Instruction: \$89,810	<ul style="list-style-type: none"> <li>▪Documentation</li> <li>▪Parent Sign-in sheets</li> </ul>
Provide safety survey to maintain a safe, secure campus.	2, 10	<ul style="list-style-type: none"> <li>▪Principal</li> <li>▪Asst Principal</li> <li>▪Counselor</li> <li>▪SHAC</li> <li>▪Safety Committee</li> </ul>	8/2015– 7/2016	Title Budget SCE Budget:  Local Budget: #FTE 9 Instruction: \$89,810	<ul style="list-style-type: none"> <li>▪Survey</li> </ul>

**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 2016, the number of discipline referrals will be reduced by 50%.**

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

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	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.	2, 10	<ul style="list-style-type: none"> <li>▪Principal</li> <li>▪Counselor</li> <li>▪SHAC</li> <li>▪Safety Committee</li> </ul>	8/2015– 7/2016	Title Budget  SCE Budget:  Local Budget: #FTE 9 Instruction: \$73,540	▪SHAC Mtg Minutes
Provide Student Fitness Activities -Fitness Fridays -Participate in the Northside Fitness program (speed/quickness, flexibility, agility, strength, endurance)	2, 10	<ul style="list-style-type: none"> <li>▪SHAC</li> <li>▪P.E. Teacher</li> <li>▪Counselor</li> <li>▪Principal</li> <li>▪Asst Principal</li> </ul>	8/2015 – 7/2016	Title Budget  SCE Budget:  Local Budget: #FTE 9 Instruction: \$73,540	<ul style="list-style-type: none"> <li>▪Lesson Plans</li> <li>▪Post Test Results</li> </ul>
Participate in District Sport Development Activities					

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

**Objective 1: By May 2014, 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	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide parent training to include training for strategies in reading, math and homework and the importance of regular attendance. (HIPPIY) Grant – planned activities.	6	<ul style="list-style-type: none"> <li>▪Parent Involvement Committee</li> <li>▪Counselor</li> <li>▪Principal</li> </ul>	8/2015 - 10/2016	Title Budget  SCE Budget:  Local Budget: #FTE 5  Instruction: \$89,810	<ul style="list-style-type: none"> <li>▪Parent Survey</li> <li>▪Sign-in sheets</li> </ul>
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.	6	<ul style="list-style-type: none"> <li>▪Parent Involvement Committee</li> <li>▪Counselor</li> <li>Principal</li> <li>TACE</li> <li>Coordinator</li> </ul>	8/2015– 10/2016	Title Budget  SCE Budget:  Local Budget: #FTE 5  Instruction: \$89,810	<ul style="list-style-type: none"> <li>▪Parent Survey</li> </ul>

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

**Objective 1: By May 2016, 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	Title 1 Schoolwide Component (#1-10)	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.	6	<ul style="list-style-type: none"> <li>▪Principal</li> <li>▪Counselor</li> </ul>	Fall 2015  Spring 2016	Title Budget  SCE Budget:  Local Budget: #FTE 33 Instruction: \$89,810	▪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	6	<ul style="list-style-type: none"> <li>▪Northside Faculty</li> <li>▪Principal</li> <li>▪Counselor</li> </ul>	8/2015 – 10/2016	Title Budget  SCE Budget:  Local Budget: #FTE 39  Instruction: \$89,810	<ul style="list-style-type: none"> <li>▪Parent Survey</li> <li>▪Sign-in sheets</li> </ul>

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

**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.**

<b>Activity/Strategy</b>	<b>Title 1 Schoolwide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Update the Northside website	6	•Principal •Web Page Staff	8/2015 – 5/2016	Title Budget SCE Budget: Local Budget: Instruction: \$89,810	•Survey
Increase timely communication for parents: new marquee, media, email, Happenings, newsletter, School Messenger	6	•Principal	8/2015 – 5/2016	Title Budget SCE Budget: Parent Involvement \$1,500 Local Budget: Instruction: \$89,810	Sign in sheets
Create/update School Happenings wall near the library	6	•Librarian	8/2015 – 5/2016	Title Budget SCE Budget: Local Budget: Instruction: \$89,810	Evidence
Participate in District initiative to increase college awareness from K-2 and the community	6	*Principal	8/2015-5/2016	Time and Effort	Lesson Plans
Begin Watch D.O.G.S..Program to encourage dad involvement at school.	6	*Assistant Principal	8/2015-5/2016	199 and PTO	Sign in Sheets



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

**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	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide daycare during parent trainings.	6	<ul style="list-style-type: none"> <li>▪Parent Involvement Committee</li> </ul>	8/2015 – 7/2016	Title Budget SCE Budget: Local Budget: Instruction: \$89,810	Sign in Sheets
Continue Mentor Program/Community Readers	6	<ul style="list-style-type: none"> <li>▪Principal</li> <li>▪Asst Principal</li> </ul>	8/2015 – 7/2016	Title Budget SCE Budget: Local Budget: Instruction: \$89,810	Sign in sheets
Beautification Committee to improve the appearance of the Campus	6	<ul style="list-style-type: none"> <li>▪Principal</li> <li>▪Asst Principal</li> <li>▪Committee</li> </ul>	8/2015 – 7/2016	Title Budget SCE Budget: Local Budget: Instruction: \$89,810	Evidence

**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	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Palestine ISD/Northside will use efficient communications strategies to share all PISD/Northside ideas, plans, and programs	2,9,10	<ul style="list-style-type: none"> <li>▪Campus Principals</li> <li>▪Superintendent</li> <li>▪Assistant Superintendent</li> <li>▪Staff</li> <li>▪Parents</li> <li>▪Community</li> </ul>	8/2015 – 6/2016	Local Funds	<ul style="list-style-type: none"> <li>▪ Plans</li> <li>▪ Sign-in sheets</li> <li>▪ Minutes</li> </ul>
<ul style="list-style-type: none"> <li>*Provide one LAUNCH class for each grade level.</li> <li>*Assess qualifying students. Provide PD for launch Teacher.</li> <li>*Extend science curriculum throughout grade level.</li> <li>*Provide technology and resources for new LAUNCH curriculum</li> </ul>	2,9,10	<ul style="list-style-type: none"> <li>▪Principal</li> <li>▪LAUNCH CO</li> <li>▪LAUNCH Teacher</li> </ul>	8/2015 – 7/2016	Title Funds	Plans
Provide a parent/choice KEY class for students who turn 5 during the summer, attending kindergarten fall 2015	2,9,10	<ul style="list-style-type: none"> <li>▪Principal</li> <li>▪Teacher</li> </ul>	8/2015 – 6/2016	Local Funds Parent Fee	Lesson Plans

Region 7

Local Needs Assessment Action Plan 2015-2016

<b>Needs Assessment Goal:</b> Promote the academic, social and inter-personal communication of enrolled migrant students from PK through 12 <sup>th</sup> Grade for success and on-time graduation according to the Statewide Delivery Plan and Comprehensive Needs Assessment.				
<b>Needs Assessment Objective:</b> 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.				
<b>Evidence of Need</b>	<b>Activity</b>	<b>Timeline</b>	<b>Staff Responsible</b>	<b>Method of Evaluation</b>
<b>Pre-School (age 3-5)</b> Assessment of readiness skills	Enrolled students or home based contact (books, activities, Stepping Stones, parent involvement)	Within the first 60 days of school for enrolled students Serve as of DOB for 2 year olds turning 3	District Migrant Contact Campus Administrator Classroom Teacher Region 7 Migrant Contact	ESC Evaluation Form, Early Childhood Checklists, Circle E, DRA Levels, or Teacher Formative Evaluations
<b>1<sup>st</sup> to 2<sup>nd</sup> Grade</b> 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
<b>State Assessment</b> 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
<b>Middle School Students</b> 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,
<b>Middle School Students</b> 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,

<b>Parental Support</b> 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,
<b>High School Students</b> Academic	Computer Assisted, Credit Accrual	Ongoing throughout the school year	Classroom Teacher, Campus Administrator, District Migrant Contact	Transcript, On Tract to Graduate, STAAR, EOC, NGS Reports, End of Course Evaluation
<b>Support</b>	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

Christy Ault-Instructional Strategist

**SAFEGUARD:** 75%

**STUDENT POPULATION:** READING/ELA – African American, EDC, ELL MATH – All students and all sub-populations

**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 2016 all student populations including targeted sub-populations AA, ECD, and ELL will increase ELA benchmark scores to exceed the safeguard of 75%.

**OBJECTIVE 2:** By May 2016 all students' sub-populations will increase math benchmark scores to meet or exceed the safeguard of 75%.

**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	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Adjust TACE activities to meet immediate	2,3,8,9	Principal TACE Coord Strategist	12/2015- 2016	TACE Budget	Weekly Checklist
Create a SPED Progress Monitoring Review Committee to meet each 3 weeks	2,3,8,9,10	Principal SPED Teacher	12/2015 /2016	Local Budget	Progress Report Report Card Weekly Checklist
Provide tri-weekly coordination between LPAC and RtI	2,3,8,9,10	Principal LPAC	12/2015- 5/2016	Title Budget Local Budget	RtI/LPAC Minutes
Provide speech through regular education	2,3,8,9,10	Principal Speech Teacher	12/2015- 5/2016	Local Budget	Weekly Checklists
Provide High Hat Program for K students struggling in ELA/ELL	2,3,8,9,10	Principal RtI/LPAC Speech Teacher	12/2015- 5/2016	Local Budget	Weekly Checklists

<b>Activity/Strategy</b>	<b>*Title 1 School-wide Component (#1-10)</b>	<b>Person(s) Responsible</b>	<b>12/2015-5/2016</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Provide Language for Learning Program for students struggling in language acquisition ELL.	2,3,8,9,10	Principal RtI/LPAC Speech Teacher	12/2015-5/2016	Title Budget Local Budget	Weekly Checklist
Adjust the CSCOPE Math YAG to meet the needs of students learning needs	2,3,8,9	Principal Strategist	12/2015-5/2016	Title Budget Local Budget	Weekly Checklist CBA's
Provide PD in new math TEKS with an emphasis on process skills and vocabulary	2,3,4,8,9	Principal Strategist	12/2015-5/2016	Title Budget Local Budget	Weekly Checklist CBA's
Provide PD in Vertical Alignment/Unpacking the Standards	2,3,4,8,9	Principal Strategist	12/5/2016	Title Budget Local Budget	Sign-in sheets
Provide support materials for guided practice and small group intervention (MM)	2,3,8,9	Principal Strategist	12/2015-5/2016	Title Budget Local Budget	Weekly Checklist CBA's
Carefully review and recommend math and science textbook adoptions that support the TEKS	2,3,8,9	Principal Strategist	12/2015-5/2016	Title Budget Local Budget	Sign-in sheets