

Newton Independent School District
Newton Elementary
2013-2015 Campus Improvement Plan

Mission Statement

Our mission is to prepare all students with the help of parents, community, and staff, to be lifelong learners, responsible citizens and productive members of society.

Vision

The vision of NES is that all students become productive members of society.

Motto

Learning today, leading tomorrow

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The total number of students served in 2008 was 641 and the total number in 2011 was 563. In May, 2013, the total enrollment was 505.

According to the 2008 and 2011 AEIS reports for NES, the students served were as follows:

	2008	2011
African American	38%	41%
2 or more races	na	0.4%
Hispanic	3%	5%
White	58%	52%
Native American	0.3%	0.5%
Asian/Pacific Islander	0.5%	0.7%
Economically disadvantaged	76%	80%
Limited English Proficient	0.2%	0.5%
Student w Disciplinary Placement	2%	2%
At-risk	60%	43%
Mobility	21%	16%

Student Enrollment by Program

Bilingual/ESL	0.2%	0.7%
Gifted/Talented	1.1%	0.4%
Special Education	13%	11%

Attendance rates show 94.5% in 2008-09 with an increase to 95.1% in 2009-10. The average class size in 08-09 was 13.7 students and in 2011 was 13.3 students.

Demographics Strengths

- At risk population has diminished by 23% since 2008
- Mobility has diminished by 5%
- Special Education population has decreased by 2%

Demographics Needs

Based upon district data analysis and information on the STAAR exam, the following demographic needs are listed in priority order:

- Decrease the special education population by 5%
- Decrease the at-risk population by 5%

Student Achievement

Student Achievement Summary

STUDENT ACHIEVEMENT

14. How did each student group (ethnicity, socioeconomic status, gender, and special programs) score on the latest state assessment? What does disaggregation of this data reveal?

STAAR Gate Accountability Index 2

Newton EL

STAAR Weighted All Growth	African American	White	
Reading # of Tests	121	42	63
Reading Not Met	56	24	30
Reading Met	65	18	33
Reading Exceeded	14	6	6
Reading % Met or Exceeded	54%	43%	52%
Reading % Exceeded	12%	14%	10%
Reading Growth Rate	65	57	62
Math # of Tests	123	44	63

Math Not Met	36	13	17
Math Met	87	31	46
Math Exceeded	41	11	24
Math % Met or Exceeded	71%	70%	73%
Math % Exceeded	33%	25%	38%
Math Growth Rate	104	95	111
	All	African American	White
Reading Growth Rate	65	57	62
Math Growth Rate	104	95	111

15. Did the campus/district meet AYP? Why or why not? What trends are identified in the AYP data?

16. What trends are identified when student performance scores on are compared over a period of three-five years? How do the same students perform as they progress from grade to grade? How much growth are students making each ye

17. How does performance vary between content areas? Which content areas are showing the greatest growth? Why?
18. How do achievement rates of special education students compare with non-special education students? Why?
19. How does performance vary between all student groups? Are all student groups progressing at the same rate? Why? Are the implemented interventions and structures benefiting students? How much?
20. How does student performance on state assessments compare with other student performance data sources, such as local benchmark assessments, students' report cards, failure rates, etc?

Student Achievement Strengths

Student Achievement Needs

The following student achievement needs are listed in priority order:

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate

21. How do students describe campus life at their school?

Majority of students enjoy being at school; positive comments about school

Minority verbalize “I hate school” but they don’t want to be sent home

How does this differ from teachers’ descriptions?

Teacher’s generally make positive comments about school

Does the school environment (culture and climate) meet the needs of all student groups?

Every effort is made to meet individual needs; determined by teachers and students

22. How do students describe campus life with regards to respect, citizenship, relationships, behavior, support, belonging, etc.?

Respect- majority of problems- disrespect student to student; minority- teacher to student

Citizenship- some feel they have lost some of their rights

Relationships- peer relationships- some positive, some negative

Behavior- students know proper rules of behavior; some make poor choices

Support- from school and home; some lack support from home

Belonging- many feel they belong at school; some feel left out

Do all student groups have the same perceptions?

Depends on the age/grade level of the individual student

How does this perception compare with their teachers' perceptions?

Teacher perceptions are determined by interaction with individual students

23. What does an analysis of discipline data reveal?

461 total discipline referrals for 2012-2013 school year as of 6-18-2013

393 PEIMS reportable due to 68 students receiving corporal punishment

118 students were responsible for discipline referrals (23 percent)

Are behaviors the same for all student groups?

No; Pre-K- 2 students, K- 24 students, 1st- 9 students, 2nd- 13 students, 3rd- 27 students, 4th- 18 students, 5th- 25 students

Do students respond positively to interventions in place to increase appropriate behavior?

Majority have a positive response to rewards which have been set in place

24. What percentage of students are assigned to the DAEP for discretionary purposes?

2 students out of 505= .004 percent

Mandatory purposes?

1 student out of 505= .002 percent

For what offenses?

1 student- 1st time- multiple violations of the student code of conduct; 2nd time- wrote a threatening note to himself

1 student- wrote a threatening note to herself

1 student- wrote a threatening note to others- police involvement- class B misdemeanor

Is one student group more represented than others?

2 were 4th grade students, 1 was a 5th grade student

How many students are assigned to DAEP more than once?

1 student was assigned to DAEP 2 times

25. What does the data reveal about drug and alcohol use among students?

No official data available related to drug/alcohol abuse involving elementary students

How does it compare with previous years?

Does not apply to our school at the present time

26. Are effective procedures in place to promote safety?

Yes; multiple practice drills- fire, bad weather, heightened security, lock-down;

Procedures are in place for all safety concerns; classrooms are locked-daily

Do students and staff feel safe?

Yes, if they are informed about what is happening; No, if not informed

27. What do district and/or campus safety audits reveal?

Reveal that we need to be more SAFETY conscious; be more aware of surroundings

What do the students and staff say about their campus facilities?

Positive comments from students and staff about the facilities

28. What data are available concerning gangs, weapons, and other safe school issues?

No official data is available; unofficial- student mentioned gang names

Who are the students involved in these activities?

Students with behavior issues

29. How many incidents of bullying are documented?

No incident of bullying has been officially documented; when bullying has been reported, it has been handled on a case by case basis; what some students report as bullying is simply children acting like children (did not meet true definition of bullying)

Are students responding to strategies that are in place to reduce the threat of bullying?

Bully Free Pledge recited daily over announcements; Bully Free Week with a march around the town square (all grade levels); Bully Free presentations by counselor; Overall positive response to strategies which are in place

30. Is their wide-spread student participation in clubs, activities, etc.?

No clubs; GT program; Field Trips; Field Day

Is membership inclusive or exclusive?

GT program- exclusive- certain academic criteria; Field Trips and Field Day- exclusive-behavior criteria

How do grades, attendance, and behavior vary between highly-involved students and those who are not?

Highly-involved students- generally better grades, attendance, and behavior

Lack of involvement- generally lower grades, poor attendance and behavior

31. What do students say about academic and behavioral expectations?

Majority of students are willing to meet the expectations- positive comments

Minority of students- say work is too difficult and school has too many rules-negative comments

School Culture and Climate Strengths

The school culture and climate strengths are:

School Culture and Climate Needs

The following school culture and climate needs are listed in priority order:

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

STAFF QUALITY, RECRUITMENT AND RETENTION

32. Are all teachers and instructional paraprofessionals highly qualified?
33. How are talented and effective personnel recruited?
34. What are the retention rates for employees? What systems are in place to support new teachers and staff?
35. What are the attendance rates for employees?
36. What strategies and structures are in place to build capacity and leadership?
37. What professional development is available? In what format? What follow-up support is available?
38. What professional development has already been provided? What procedures were used for implementation and follow-up? How has it impacted student performance?
39. How are professional development needs identified? Is relevant professional development available for all personnel?
40. What professional development and resources are needed?
41. What structures are in place to ensure that teachers and others implement what they learn?
42. How is the impact of professional development on students measured?
43. How are teachers and others evaluated for performance? How is performance data used?
44. What support is available for teachers whose student performance is below district and/or state standards? How are strengths of the most effective teachers capitalized?

Staff Quality, Recruitment, and Retention Strengths

Staff Quality, Recruitment, and Retention Needs

The following staff quality, recruitment, and retention needs are listed in priority order:

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

CURRICULUM, INSTRUCTION AND ASSESSMENT

45. Is the district's curriculum tightly aligned with state standards? 21st Century Learning Skills? Other standards? How do you know?
46. Does the rigor of instruction align with state standards? How do you know?
47. Are teachers fully implementing the district's curriculum? How do you know?
48. What assessments are being used to measure student achievement? How are they selected and/or created? What evidence exists that they contain the quality, depth and rigor necessary to produce accurate representations of student achievement?
49. How are assessment results used? Do the assessment results impact curriculum and/or instructional decisions? How? How does curricular renewal occur?
50. Is there evidence that the learning needs of all students in all student groups are being met? How does differentiation occur and how are students challenged?
51. When students need interventions, how are they selected and measured for effectiveness?
52. How are instructional strategies, programs and activities selected? What procedures are used to ensure effectiveness and relevance?
53. Do teachers and students participate in goal-setting for increased student performance? Do students monitor their own academic progress? Is the process effective?
54. How is Response to Intervention (RtI) being implemented? How are students identified and placed in RtI? What does the data say about the effectiveness of the interventions?

Curriculum, Instruction, and Assessment Strengths

Curriculum, Instruction, and Assessment Needs

The following curriculum, instruction, and assessment needs are listed in priority order:

Family and Community Involvement

Family and Community Involvement Summary

FAMILY AND COMMUNITY INVOLVEMENT

55. What are parents' perceptions of the school's effectiveness? Do they feel welcome?

56. How are parents and the community involved with the school? Are they involved in meaningful ways that support student learning? Which parents are involved the most? The least?

57. What parent education and other services are available to help develop healthy families and strong parent/school relationships? How are special needs students' families supported?

58. How effective are communications such as the schools' website, letters, newspaper articles, etc? Are communications sent in formats and languages that meet parents' needs?

59. What types of community partnerships exist? How are they recruited, developed, and supported?

60. Do parents and community members participate in the site-based planning committee? How are they selected? Does membership equitably represent the ethnic and socio-economic make-up of the community? Do members feel they have a genuine voice in school decisions?

Family and Community Involvement Strengths

Family and Community Involvement Needs

The following family and community involvement needs are listed in priority order:

School Context and Organization

School Context and Organization Summary

61. *What are students' perceptions of the school? How does it differ from teachers' perceptions? Parents and community members' perceptions?*

[Survey needed]

62. *Do schedules maximize the amount of time spent in instruction? Does a sense of urgency to protect student learning time exist?*

This year, the schedule reflects lunch, rotation, intervention, and tutorial slots with large portions of time for core subjects so that instruction's flow cannot be interrupted. ELA-R and math classes will be treated as "uninterruptable" so that programs, recesses, fire drills, assemblies, etc., will be scheduled around these times.

63. *How is the amount of learning time assigned to each content area determined? What happens when students need more time?*

According to Preventing Reading Difficulties in Young Children from the National Research Council, a 90-minute block of uninterrupted time is optimum for teaching core reading in grades K-3. The NES schedule reflects this. In grades 4-5, periods of 75 and 80 minutes [respectively] are provided for math, reading, and science. For science in grades K-3, periods for science instruction will follow what is recommended by C-SCOPE. If students need more time, a tutorial time is built in for grades 3-5.

64. *How are the goals for the campus and the district linked and aligned?*

District-wide teaming? Staff development days built in to calendar?

65. *How are professional learning communities or other teacher teams organized? What is their responsibility with tracking student progress and performance?*

At NES, they are aligned in 2 ways: by subject and by grade level. Teachers within grade levels have common plan times. Subject teams meet quarterly [as per CIP]: boy, moy, eoy, and summer. Student progress is tracked weekly through weekly assessments, by the six-week period through CBAs, and through benchmarking moy, and eoy.

66. *What do daily operations (schedules, routines, communications, campus-wide discipline techniques, etc.) reveal? Do they accommodate students' and parents' needs?*

We accommodate student's needs in the following ways:

- Students are made individual schedules to ensure their needs are met in the inclusion, resource, intervention, language therapy, speech therapy settings.
- Intervention groups are meant to be flexible so that students can readily be moved in or out according to their needs. Intervention is provided for both reading and math.
- Teachers make positive phone calls to acknowledge the good behavior, grades, etc., their students are exhibiting.
- NES offers 4 levels of support for special education students [beginning with least restrictive]: inclusion, resource, life skills, and AB Unit (as needed).
- Special education staff is provided for students in science classes.

67. *Who are the decision makers when problems occur or new traditions, etc., need to be established?*

Sarah Richardson, principal; Glen Hood, assistant principal; Shandra Hood, counselor; SBDM team members

School Context and Organization Strengths

According to

Schedules maximize the amount of time spent in instruction. NES has a sense of urgency to protect student learning time. This year, the schedule reflects lunch, rotation, intervention, and tutorial slots with large portions of time for core subjects so that instruction's flow cannot be interrupted. ELA-R and math classes will be treated as "uninterruptable" so that programs, recesses, fire drills, assemblies, etc., will be scheduled around these times.

The amount of learning time assigned to each content area was determined by implementing concepts from Preventing Reading Difficulties in Young Children from the National Research Council which says that a 90-minute block of uninterrupted time is optimum for teaching core reading in grades K-3. The NES schedule reflects this. In grades 4-5, periods of 75 and 80 minutes [respectively] are provided for math, reading, and science. For science in grades K-3, periods for science instruction will follow what is recommended by C-SCOPE. If students need more time, a tutorial time is built in for grades 3-5.

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School Context and Organization Needs

These areas of need are identified and listed in priority order:

We accommodate student's needs in the following ways:

Technology

Technology Summary

TECHNOLOGY

68. What technology is available? Who uses it? When is it used?

69. What are district and/or campus expectations for the use of technology?

70. How is technology used to support instruction and learning? To what degree is technology integrated into teachers' and students' daily lives?

71. What technology support is available for students? For teachers?

72. How are technology proficiencies evaluated? What does the data reveal?

73. What professional development is available for teachers? Others?

74. What plans are being made for technology upgrades in 1-5 years?

75. What barriers reduce the use of technology?

Technology Strengths

Technology Needs

The following technology needs are listed in priority order:

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

- District goals
- Campus goals
- AEIS data - longitudinal
- AEIS data - current
- AYP data
- PBMAS data
- Professional learning communities discussions
- Campus and/or district planning and decision making committee meeting discussions
- Local benchmark or common assessments results
- Attendance data
- Discipline records
- Student surveys and/or feedback
- Community and/or parent surveys and/or feedback
- Staff surveys and/or feedback
- Prior year budgets/entitlements and expenditures in relation to current year funding and priorities
- Campus leadership and/or department meetings
- Campus faculty meeting discussions
- Student Success Initiative (SSI) results
- Prior year(s) campus and/or district improvement plans
- Staff development evaluations, surveys, and/or needs assessment(s)
- Study of best practices
- Texas Assessment of Knowledge and Skills (TAKS) results including TAKS (Accommodated), TAKS-M, and TAKS-Alt
- Texas Primary Reading Inventory (TPRI) or Tejas LEE results
- Texas English Language Proficiency Assessment System (TELPAS) results
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- Gifted population, including performance, discipline, attendance and mobility
- Campus committee meeting discussions
- NCLB Report Card data
- STAAR, STAAR Spanish, STAAR Modified, STAAR Alternate, and STAAR L testing requirements
- RTI Committee Minutes & Intervention Processes
- STAAR Released Test Questions
- STAAR Data Released from TEA
- STAAR, STAAR Spanish, STAAR Modified, STAAR Alternate, and/or STAAR L test results

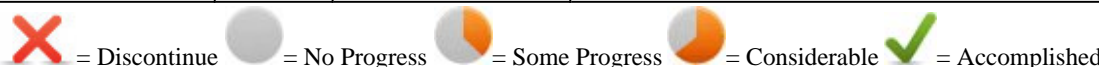
- Local Reading Diagnostic Assessment Data
- Local Math Diagnostic Assessment Data
- Race/Ethnicity data, including performance, discipline, attendance and mobility
- Students served by Section 504, including performance, discipline, attendance and mobility
- Dyslexic population, including performance, discipline, attendance and mobility
- Response to Intervention (RtI) data
- Parent Involvement Rate
- ISIP Data

Goals

Goal 1: Newton ISD will increase academic achievement for all students while closing achievement gaps between student populations.

Performance Objective 1: For the 2013-14 school year, each of the 6 CBAs will reflect a 5% increase in the scores of reading, math, writing, and science.

Summative Evaluation:

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	May
1) Disaggregate results of the 2012-13 STAAR and STAAR-M assessments and 2013-14 STAAR and STAAR-M rehearsals to all teachers (by grade, subject and sub-populations)	4, 8, 9	Principal, teachers in STAAR- tested areas	Instruction will be intensified in all areas of need with appropriate rigor				
2) Students in grades 2 through 5 (add 1st grade in January, 2014) will take unit assessments following each CSCOPE math and science unit and Harcourt ELA-R assessments at least every six weeks.	3, 4, 8, 9	Principal, teachers grades 1-5	Grades falling within the 75-100% range on unit assessments				
3) Teachers will write a reflection based on their students' performance on CBAs and return it to the campus principal by the end of the 6-week period.	4, 8, 9	Principal, teachers	Successful completion and submission of reflection with adjustments to instruction based on results of CBA				
4) Teachers will receive professional development on using scientifically based researched materials and techniques and how they relate to the TEKS.	1, 2, 3, 4, 5, 8, 9	Principal, reading coach, Anne Bean	Walkthroughs documenting that SBRR techniques and materials are being used				
							

Goal 1: Newton ISD will increase academic achievement for all students while closing achievement gaps between student populations.

Performance Objective 2: For the 2013-14 school year, 100% of NES students with academic delays in reading and/or math will be monitored by the RtI committee with appropriate interventions and assessment.

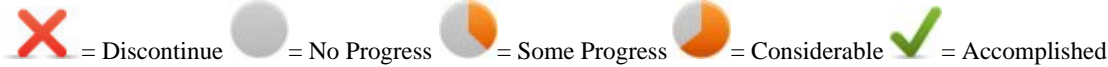
Summative Evaluation:

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	May
1) Individual student data will be reviewed by RtI committee to determine appropriate interventions.	3, 8, 9	Principal, RtI committee members, teacher	Student placement in appropriate intervention based on individual data and needs.				

Goal 1: Newton ISD will increase academic achievement for all students while closing achievement gaps between student populations.

Performance Objective 3: For the 2013-14 school year, universal screens in math and reading will be administered to 100% of NES students in grades K-5 at BOY, MOY, and EOY.

Summative Evaluation:

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	May
1) Beginning of year assessments (TPRI, iStation, TIMI, AIMSweb) will be given to grades 1-5 within the 1st 3 weeks of the beginning of school. Kindergarten will be tested no later than the 6th week of school.	3, 8, 9	Principal, reading coach, interventionists	Timelines met for assessment administration				
2) Middle of year assessments (TPRI, iStation, TIMI, AIMSweb) will be given to grades K-5 during the 4th six weeks grading period.	3, 8, 9	Principal, reading coach, interventionists	Timelines met for assessment administration				
3) End of year assessments (TPRI, iStation, TIMI, AIMSweb) will be given to grades K-5 during the 6th six weeks grading period.	3, 8, 9	Principal, reading coach, interventionists	Timelines met for assessment administration				
							

Goal 2: Newton ISD will develop PreK-16 programs, initiatives, and innovations that reflect the district's commitment to preparing students for post-secondary pursuits.

Performance Objective 1: For the school year 2013-14, 100% of NES students will participate in grade specific goal-setting activities.

Summative Evaluation:

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	May
1) The student and teacher will set one immediate (within 1 day to 3 weeks depending on grade level) academic and behavioral goal.	2, 6, 8, 9	Principal, teacher	Passing grades and no office referrals				
2) The student and teacher will set one short term (within 6 weeks to end of semester depending on grade level) academic and behavioral goal.	2, 6, 8, 9	Principal, teacher	Passing grades and no office referrals				
3) The student and teacher will set one long term (cumulative to the end of the year depending on grade level) academic and behavioral goal.	2, 6, 8, 9	Principal, teacher	Passing grades and no office referrals				

Goal 2: Newton ISD will develop PreK-16 programs, initiatives, and innovations that reflect the district's commitment to preparing students for post-secondary pursuits.

Performance Objective 2: For the school year 2013-14, 100% of NES students will participate in career awareness activities.


Summative Evaluation:

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	May
1) Students in grades 4 and 5 will attend a career assembly involving NHS graduates when possible that will speak on their careers and how they were influenced by goals and education.	1, 4, 6, 10	Principal, teachers	Presentations completed				
2) Teachers will coordinate career presentations in individual classes with students' parents.	1, 4, 6, 10	Principal, teachers	Presentations completed				
3) Principal will coordinate Career on Wheels activity for 100% of the students at NES.	1, 4, 6, 10	Principal, teachers	Presentations completed				

Goal 3: Newton ISD will promote a positive environment conducive to teaching, learning and growth which responds effectively to students, parents, staff and community.

Performance Objective 1: For the 2013-14 school year, 100% of the NES faculty will participate in community relation building activities.

Summative Evaluation:

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	May
1) NES will host Open Houses twice per year.	1, 6	Principal, teachers	Parental participation and sign-in sheets				
	Funding Sources: 473 - ES Campus Activity						
2) NES will host a Fall Fest in the fall of the year.	1, 6	Principal, teachers	Money raised through sale of tickets.				
	Funding Sources: 473 - ES Campus Activity						
3) NES will host a parent night during the school Book Fairs.	1, 6	Principal, librarian, teachers	Money raised through the sale of Book Fair items				
	Funding Sources: 473 - ES Campus Activity						
4) NES will host a Grandparents' Day in the fall of the year.	1, 6	Principal, Parent Liaison, cafeteria personnel, teachers	Grandparent/parent participation and sign-in sheets				
	Funding Sources: 473 - ES Campus Activity						
							

Goal 3: Newton ISD will promote a positive environment conducive to teaching, learning and growth which responds effectively to students, parents, staff and community.

Performance Objective 2: For the 2013-14 school year, 100% of NES students will participate in social/academic activities that promote positive behavior.

Summative Evaluation:






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	May
1) Students will receive the AAA Posse reward based on positive behavior and academic improvement.	1, 8	Principal, teachers	Improved report card grades in academics and conduct				
2) Students will receive a reward based on Accelerated Reader points.	1, 8	Principal, teachers	Accelerated Reader reports				
3) Students will receive a reward based on individual attendance.	1	Principal, teachers	Attendance as recorded on each six weeks report card.				
4) [SBDM/teacher input needed]							

Goal 3: Newton ISD will promote a positive environment conducive to teaching, learning and growth which responds effectively to students, parents, staff and community.

Performance Objective 3: For the 2013-14 school year, 100% of NES faculty and staff will participate in team building and professional development activities that promote a positive environment.

Summative Evaluation:

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	May
1) Teachers will engage in professional development activities that involve grade level teams.	1, 3, 4, 5, 8	Principal, teachers	Intensified teaching techniques				
2) Teachers will engage in professional development activities that involve subject teams.	1, 3, 4, 5, 8	Principal, teachers	Intensified teaching techniques				
3) Teachers will sponsor a Social Committee to encourage team building and collegiality.	4, 5	Principal, teachers, staff	Improved morale				
4) [SBDM/teacher input needed]							

 = Discontinue
  = No Progress
  = Some Progress
  = Considerable
  = Accomplished

Goal 4: Newton ISD's systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance educational, financial and operational structures.

Performance Objective 1: For the 2013-14 school year, 100% of NES students will participate in academic-related vocabulary building activities.


Summative Evaluation:

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	May
1) Students will use the "Word of the Day" with teachers and peers in classroom discussions.	1, 3, 9	Principal, teachers	Increased academic vocabulary				
2) [SBDM/teacher input needed]							

Goal 4: Newton ISD's systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance educational, financial and operational structures.

Performance Objective 2: For the 2013-14 school year, 100% of NES students will participate in activities that enhance general knowledge of the world.

Summative Evaluation:

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	May
1) Teachers will use United Streaming to enhance lessons related to current events and world topics.	1, 3, 8, 9	Principal, teachers	Increased general vocabulary				
2) [SBDM/teacher input needed]							
							

2013-2015

Committee Role	Name	Position	Signature
Administrator	Glen Hood	Assistant Principal	
Administrator	Sarah Richardson	Principal	

Campus Funding Summary

473 - ES Campus Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	refreshments; door prizes		\$0
3	1	2	games and prizes; food		\$0
3	1	3	Contracting with Scholastic to set up book fair; personell to work		\$0
3	1	4	Food purchase to accommodate increased volume; adjusted lunch schedules		\$0
Sub-Total					\$0
Grand Total					\$0