



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

ALLEN ELEMENTARY SCHOOL

2017-2018

ALLEN ES

Needs Assessment 2017-2018

Process

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

During the March 3, 2017 Early Release, the staff of Allen Elementary met to complete a campus needs assessment. During this process, the staff was asked to evaluate the campus providing "glows and grows" in the five goals as outlined in our 2016-2017 School Improvement Plan. The teams for this needs assessment were vertical, and the teams were able to have quality conversations about the areas of campus refinement and reinforcement. Through this needs assessment, the campus showed that areas of continuous struggle on the campus continued to be in the area of reading fluency, math automaticity as well as campus vertical writing instruction. As a follow up during the April leadership team meeting, the leadership team determined that that there was a campus need to focus on vertical writing alignment in the area of conferring as well as working to close the learning gaps in the primary grades in the area of reading and math so that as students enter intermediate grade levels they are fluent in both math and reading. The information gathered from this Root Cause Analysis was later used to determine the activities needed in the School Improvement Plan for the 2017-2018 school year.

Data and Campus Practices Review

Every organization has factors that are critical to its success. These critical success factors (CSFs) help the organization thrive by helping stakeholders focus on the organization’s priorities. They are research-based and are key elements for implementing improvement efforts.

Select all data and campus practices reviewed in the needs assessment (Title I Schoolwide Component 1). Multiple selections are allowed. Then document your findings in the textbox provided. Findings should include statements of fact about the data or the practice.

CSF 1: Academic Performance

Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.

- STAAR/EOC/TAKS
- Regression graphs
- Student demographics
- Special populations enrollment, performance, and LRE
- TELPAS
- Promotion/retention (Elementary)
- Failure rates (Secondary)
- Completion and graduation rates (High School)
- SAT/ACT (High School)
- AP (High School)
- Other TPRI/Tejas Lee EOY

Findings	<p>The campus is planning on retaining a total of 8 students (four in 1st grade and four in second grade). This is an increase of two students from the previous school year.</p> <p>In reviewing 5th grade STAAR scores for the 2016-2017 school year, 75.3% of 5th graders met standard for Reading STAAR (1st administration) which is a decrease of 14% from last school year. 90% of 5th graders met standard for the Math STAAR (first administration) which is a 4% drop from last school year. In disaggregating the STAAR data closely, it was determined that there was a drop in our special education student population performance on STAAR.</p> <p>In reviewing campus writing samples of LEP students, it was determined that there was an increase in English writing proficiency among this demographic; however, LEP students still wrote with significant less English proficiency than their non-LEP peers.</p>
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CSF 2: Use of Quality Data to Drive Instruction

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

Student attendance

Discipline

Grades

CDBs

Common Assessments

Other

Findings	<ul style="list-style-type: none"> -Nine week grades are used as a comprehensive measure to CDB scores to determine student mastery of content area TEKS -CDB item analysis are performed by teachers and reviewed with administration and academic specialists once a month -CDB performance by standard are created by administration -Previous year STAAR scores are reviewed by subject, grade level, and by progress measure -Released STAAR test used to identify rigor of vocabulary and identify novel ways to ask questions that allow students to apply learning -SFA quarterly data, Stepping Stones, and IRI data used to develop flexible reading groups and intervention groups -Use writing rubric based on STAAR Released, writing samples to identify and target areas of weakness -Analyzed PK-5 student writing samples monthly --Use TPRI/Tejas Lee data to determine reading skills still developing --Collected monthly writing samples and rated them to assess progress towards TELPS -Continued using iReady, iStation, TTM, and FASTT math reports to track student progress in these computer based programs
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CSF 3: Leadership Effectiveness

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

Distribution of leadership and responsibilities

Decision making structures on the campus

Teacher input

Campus goals

Monitoring of teacher performance; feedback to staff

Communication

Master schedule

Teacher and parent surveys

<input type="checkbox"/> Other	
Findings	<p>Leadership Effectiveness</p> <ul style="list-style-type: none"> -There continues to be significant progress towards evenly distributing leadership amongst staff -Staff has voice when there is any policy or instructional program that can be adjusted or changed and input of all stakeholders continues to be valued -Structures that support and ensure student success: team planning, disaggregating data, monthly meetings with specialists, Rtl, Parent STAAR night, Family Academic Nights, Team meetings with administration -Administrators are visible around campus and in classrooms -Walkthroughs are conducted by both administrators -Specialists walkthroughs, coaching, and support, but consistency and frequency depends on small group interventions -SFA implementation checks facilitate identification of leverage points in Roots, Wings, and Kinder Corner -Communication (teacher climate, deadlines, expectations, reminders) in continuously shared via emails, meetings, newsletters, Remind, school messenger, social media -Information travels vertically and horizontally across grade levels and through committees -Information continues to not always make it from committee representatives/team leaders to rest of grade level -Staff feedback, both positive and refinement, is given by administration through formal and informal walkthroughs -School administrators have committed to entering 3rd and 4th grade classrooms on a daily basis to assist during intervention/STAAR time

CSF 4: Increased Learning Time	
<p>Increased Learning Time necessitates flexible scheduling that allows time for additional instructional minutes, enrichment activities and staff collaborative planning time. Increased Learning Time necessitates strategies that maximize the number of sustained, engaging instructional minutes that must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, using time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers that continuously strengthen instructional practices. This CSF confirms, as a requisite, an instructionally focused calendar.</p>	
<input checked="" type="checkbox"/>	Response to Intervention
<input checked="" type="checkbox"/>	Interventions implementation and effectiveness
<input checked="" type="checkbox"/>	Student identification for increased learning time
<input checked="" type="checkbox"/>	Tutorials
<input type="checkbox"/>	Other

Findings	<p>INCREASED LEARNING TIME</p> <ul style="list-style-type: none"> -Daily Rtl time is built into K-2 grade schedule -K-2 spring tutoring (6 weeks) is held in February -Tutoring for 3-5 in the fall for 6 weeks and spring for 12 weeks -After school computer interventions 3 times a week for 3-5 grade -Before school (4 times a week) 2nd-5th grade school-wide computer FASTT Math Interventions -Afterschool homework help for Special Education students grades 1-5 (4 times a week) -Bilingual tutor for LEP students grades K-2 (4 times a week) -Campus day tutor in math and reading (4 times a week each) for grades K-2 -Barriers to maximizing time spent on learning--school events, teacher professional learning pull outs, CDBs, other assessments -Use of time to address needs of struggling students through STAAR time, Rtl, uninterrupted 90 minutes of SFA reading -Rtl Intervention: Extra SFA instruction, Imagine Learning, iReady, FASTT Math, iStation, Fast Track, SOAR, Early literacy, math and literacy stations, Rosetta stone, Canta de letrea, lee y escribe, Elefonetica -Rtl Interventions are effective (especially in primary grades) and positive impact student learning and are closing the learning gaps for at-risk, special education, and ELL learners, -Those students that do not benefit from Rtl continue to be due to lack of consistency because of poor attendance
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CSF 5: Family/Community Engagement
Family and Community Engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services.
<input checked="" type="checkbox"/> Communication
<input checked="" type="checkbox"/> Family and community activities
<input checked="" type="checkbox"/> Family and community input
<input checked="" type="checkbox"/> Family and community services
<input checked="" type="checkbox"/> Second language communication
<input type="checkbox"/> Other

Findings	<p>FAMILY ENGAGEMENT</p> <ul style="list-style-type: none"> -Multiple parental involvement activities with various time offerings to accommodate parent schedules are provided including Family Night, Parent Place, volunteers, cafecitos, Attendance Cafes, student-led conferences, room parents, PALS, mentors, readers, book launch, PTA, book fair, Springvale Neighborhood Association, Family Science Night, Family Art Night -Family and community members are involved in the school including parents, PTA board, Springvale Neighborhood Association, Rotary Club, Lackland AFB, John's Kids, and Optimist Club -Family Science Night continues to have large turnouts -We introduced Family Fit Night this year which was very successful -We continue to work on ongoing communication with parents and community -Parents and community members are involved in decision making through PTA and SAT, parent surveys, volunteers, open door policy -Many services available to support families, community members, and students: school supplies, referrals for food, UIW glasses, Miles of Smiles, mobile mammogram, free tax services, clothes closet, utilities and rental assistance, transportation, counseling, parenting classes, CAT meetings, English Classes, Citizenship classes -All communication verbal and written is provided in both English and Spanish -Two way communication occurs via: principals bulletin, emails, monthly calendar, Eagle Pride folders, agendas, newsletters, call outs, phone calls, open-door policy, website, teachers giving personal numbers to parents, text messaging, home visits, and social media -Two way communication can continue to be increased by making deposits first, targeting new families, and establishing a welcoming committee (Kinder orientation for school procedures) -PreK parent classes and two attendance cafes were held this school year all of which were poorly attended -As Read and Respond sessions had been poorly attended before, Read and Respond video was created and can be viewed through website.
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CSF 6: School Climate
School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.
<input checked="" type="checkbox"/> Teacher surveys
<input checked="" type="checkbox"/> Parent surveys
<input checked="" type="checkbox"/> Student surveys or panels
<input checked="" type="checkbox"/> Discipline
<input checked="" type="checkbox"/> Student attendance
<input checked="" type="checkbox"/> Extra-curricular activities and clubs
<input type="checkbox"/> Other

Findings	<p>SCHOOL CLIMATE</p> <ul style="list-style-type: none"> -Data collected through family night evaluations, parent surveys, and OHI surveys. Data is disaggregated by staff -Students were surveyed on their level of engagement as well as technology surveys -Data is disseminated atn Title I committee meetings, PTA meetings, faculty meetings, leadership team meetings -Teachers continue to describe the school climate as one of high expectations, cohesive, collaborative, goal-oriented, friendly, traditions and team work -Data about attendance indicates that it is out of student control. Attendance has been very low this school year -Students and staff are collectively aligned with the vision and mission of the school and everyone has an attitude of never give up -Discipline did go down this year from last year. There were significantly fewer students in ISS and OSS this school year. -Parent/Student Compact aligned with school mission -Extra curricular activities: Creative Writing Club, Garden Club, Recycle, Patrols, Solar Cars, Cardboard Arcade, Flight Club, Steam Team, Jump Rope Club, Morning Announcements, Strings, Eagle Stomp, Choir, Safety Patrols
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CSF 7: Teacher Quality	
Teacher Quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development. Evidence shows that low income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers.	
<input checked="" type="checkbox"/>	Teacher attendance
<input checked="" type="checkbox"/>	Teacher experience and years on campus
<input checked="" type="checkbox"/>	Class size
<input checked="" type="checkbox"/>	Staff retention rates
<input type="checkbox"/>	Alignment of curriculum, instruction, assessment
<input checked="" type="checkbox"/>	Alignment of CDB scores and STAAR results
<input checked="" type="checkbox"/>	Effectiveness of planning and collaboration
<input checked="" type="checkbox"/>	Professional development experiences and requests
<input type="checkbox"/>	Other

Findings	<p>TEACHER QUALITY</p> <ul style="list-style-type: none"> -Levels of teacher experience ranges from 1-20+ years -Continued low turn over rate. Those that do leave typically are to relocated out of San Antonio area -CDB scores tend to be lower than STAAR results -SFA continues to be implemented with fidelity -Instructional strategies are aligned with student learning needs -Teacher attendance is at a high this school year -Teachers plan weekly with grade level and provided opportunity for quarterly team planning days with specialists. -Opportunities for differentiated Professional development
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Priority Needs

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

Priority Need 1

A continued lack of fidelity and training in the area Writers Workshop and conferring process indicates a need to address effective vertical implementation of Writer’s Workshop and alignment of writing instruction in grades PreK-5
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CSF 1 Academic Performance
CSF 2 Use of Quality Data to Drive Instruction
CSF 7 Teacher Quality

Priority Need 2

TPRI/Tejas Lee, IRI, and SFA roots data indicate continued low fluency rates in grades 1-5 (particularly to students new to our campus)

CSF 1 Academic Performance
CSF 2 Use of Quality Data to Drive Instruction
CSF 7 Teacher Quality

Priority Need 3

LEP students on average are transitioning out of Spanish instruction in 4+ years (include PreK and Kinder) which indicates a need to address effective instruction of ELPS, sheltered language instruction as well as district bilingual framework.

CSF 1 Academic Performance
CSF 2 Use of Quality Data to Drive Instruction
CSF 7 Teacher Quality

Priority Need 4

Although an overall decrease in Tier 3 referrals, the amount of students in Tier 2 is increasing rapidly which indicates a need to improve Tier 1 instruction in all content areas in grades PK-5

CSF 1 Academic Performance
CSF 2 Use of Quality Data to Drive Instruction
CSF 4 Increased Learning Time

Priority Need 5

Learning time in class is decreased due to low daily attendance.

CSF 1 Academic Performance
CSF 2 Use of Quality Data to Drive Instruction
CSF 4 Increased Learning Time
CSF 5 Family and Community Engagement
CSF 6 School Climate
CSF 7 Teacher Quality

CAMPUS: ALLEN ES

CAMPUS STAFF DEVELOPMENT PLAN 2017-2018

FOR CERTIFICATION PURPOSES: Campuses are required to keep records of staff development offered during contract days including date, description, number of CPE hours and attendance.

INSTRUCTIONS: In the space below, list staff development required to assure successful implementation of the School Improvement Plan. If you have traded staff development days with teachers workdays, please list the actual date(s) of your staff development activities. If your campus has exchanged Teacher Choice days for alternate campus-wide staff development, fill in the actual date your campus-wide activity occurred (example: campus-side retreat).

Staff Development to be Offered

Date	Alternate Date(s)	Title and Description or Teacher Choice	Staff Development Area	Audience	Targeted Student Group	Funding Source / Costs	# of CPE Hours
08/21/2017		Campus Policies and Procedures, Teacher Access & PLC	Curriculum				6
08/22/2017		Curiosity Corner, TTESS Update, Dyslexia Training, & Campus Data Day	Instruction				6
08/23/2017		Team Planning	Instruction				6
10/09/2017		District Pull out & Mixed Messages	Classroom Management				6
11/20/2017		Teacher Choice					
11/21/2017		Teacher Choice					
02/19/2018		School Improvement Planning and Team Planning	Collaboration				6

ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES

READING (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	73%	36%	85%	74%	76%	73%	39%	18%	85%
African-American	80%	0%	90%	62%	72%	80%	40%	0%	N/A
Hispanic	72%	36%	85%	70%	74%	73%	39%	18%	85%
White	67%	44%	85%	84%	86%	67%	50%	33%	85%
Economically Disadvantaged	71%	36%	85%	66%	68%	73%	38%	17%	85%
Special Education	56%	25%	80%	44%	48%	47%	30%	7%	85%
At-Risk	68%	28%	85%	58%	58%	69%	34%	16%	85%
Limited English Proficient	73%	34%	85%	62%	63%	73%	38%	15%	85%
Asian	N/A	N/A	90%	89%	78%	0%	0%	0%	N/A
American Indian	N/A	N/A	90%	73%	58%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	90%	75%	71%	N/A	N/A	N/A	N/A
Two or More	100%	50%	90%	80%	87%	100%	0%	0%	100%

WRITING (4)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	59%	23%	75%	64%	62%	63%	23%	7%	85%
African-American	N/A	N/A	80%	53%	56%	100%	33%	0%	100%
Hispanic	58%	22%	75%	60%	59%	61%	23%	7%	85%
White	50%	0%	75%	72%	73%	100%	0%	0%	100%
Economically Disadvantaged	60%	24%	75%	56%	52%	60%	20%	7%	85%

Special Education	37%	21%	75%	33%	32%	60%	40%	13%	85%
At-Risk	45%	19%	75%	44%	37%	53%	19%	7%	85%
Limited English Proficient	58%	21%	75%	54%	49%	59%	29%	12%	85%
Asian	N/A	N/A	100%	85%	72%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	100%	61%	71%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	100%	67%	50%	N/A	N/A	N/A	N/A
Two or More	100%	100%	100%	70%	76%	N/A	N/A	N/A	85%

MATHEMATICS (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	82%	37%	85%	79%	80%	79%	41%	16%	85%
African-American	100%	40%	85%	66%	72%	100%	40%	0%	N/A
Hispanic	81%	37%	85%	77%	78%	79%	41%	16%	85%
White	89%	33%	85%	87%	88%	67%	33%	17%	85%
Economically Disadvantaged	81%	36%	85%	73%	73%	79%	39%	14%	85%
Special Education	73%	29%	80%	53%	56%	74%	35%	5%	85%
At-Risk	77%	30%	85%	67%	65%	76%	35%	15%	85%
Limited English Proficient	81%	28%	85%	73%	72%	84%	44%	17%	85%
Asian	N/A	N/A	90%	94%	86%	100%	0%	0%	N/A
American Indian	N/A	N/A	90%	78%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	90%	80%	78%	N/A	N/A	N/A	N/A
Two or More	100%	50%	100%	82%	89%	100%	100%	0%	100%

SCIENCE (Grade 5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	

All Students	87%	47%	85%	73%	76%	76%	41%	14%	85%
African-American	50%	0%	90%	59%	68%	100%	100%	0%	100%
Hispanic	87%	48%	85%	68%	73%	75%	40%	15%	85%
White	100%	50%	100%	84%	87%	67%	67%	0%	85%
Economically Disadvantaged	85%	49%	85%	65%	67%	75%	40%	14%	85%
Special Education	74%	26%	70%	44%	46%	55%	25%	0%	85%
At-Risk	82%	41%	85%	56%	59%	68%	35%	11%	85%
Limited English Proficient	50%	50%	80%	57%	58%	82%	35%	6%	85%
Asian	N/A	N/A	90%	89%	75%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	90%	73%	60%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	90%	75%	93%	N/A	N/A	N/A	N/A
Two or More	N/A	N/A	90%	81%	86%	100%	0%	0%	100%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	94.3%	97%
African-American	95.4%	95.8%	92.7%	97%
Hispanic	95.6%	95%	94.3%	97%
White	96%	95.8%	91.8%	97%
Economically Disadvantaged	95.4%	94.4%	94.1%	97%
Special Education	94.5%	93.9%	94.1%	97%
Limited English Proficient	96.4%	95.8%	96.2%	97%
Asian	97.8%	96.8%	100%	N/A
American Indian	95.3%	95.2%	N/A	N/A
Hawaiian Pacific Islander	95.5%	96.1%	N/A	N/A
Two or More	95.9%	96%	80.3%	97%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	1.28%	1%
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17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : A continued lack of fidelity and training in the area Writers Workshop and conferring process indicates a need to address effective vertical implementation of Writer's Workshop and alignment of writing instruction in grades PreK-5

Goal : A goal for the 2017-2018 school year will be to improve 4th grade STAAR writing scores by a minimum of 10% points.

Goal Details

Student Groups Impacted	All Students, Special Education, Eco-Dis, ELL, Hispanic
Funding Needed	Local
Timeline for Implementation	2017-2018 School Year
November Progress Check	All teachers in grades 1-2 were retrained in Writers Workshop with an emphasis in the area of conferring. Teachers in grades 3rd and 4th received coaching by Sam Hoffman in the are of conferring. Each grade level grades PK-5th received quarterly planning by our campus literacy specialist. Baseline writing samples have been collected from each grade level for monitoring. Campus writing committee has met and planned for campus-wide writing initiatives including Thanksgiving and Veterans Day writing.
March Progress Check	Teachers in all grade levels continue to submit classroom and grade level writing samples for campus discussion and to see growth. Literacy specialists continue to meet with 4th grade to plan for quarterly writing instruction. Grade levels met to review writing CDB data and planned for reteach and reassessment of hot spot areas.

June Progress Check	Teachers in all grade levels continue to submit classroom and grade level writing samples for campus discussion and to see growth. Our campus literacy specialist met for a half day planning with the fourth grade team for next school year initial planning. The time was spent planning for the first quarter of writing instruction. Campus writing samples were collected once again and reviewed by campus literacy specialist and administration. Additionally, a Summer Literacy Camp was held on our campus for one week during June to focus on early literacy skills (writing and reading) for 2nd and 3rd graders. This is the second year that we have held this camp and the feedback from parents, students, and teachers that have participated has been very positive.
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Activity 1

Activity	Writer's Workshop training for grades K-4 with an emphasis on the conferring process.
Person Responsible	Administration Literacy Specialist
Monitoring Measures	Writing Samples District Benchmarks Writing Journal STAAR
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Provide instructional coaching in the area of Writing instruction for all grade level teachers provided by our campus literacy specialist and administration. (observe lessons, coaching, modeling, and debriefing)
Person Responsible	Administration Literacy Specialist

Monitoring Measures	Writing Samples District Benchmarks Writing journals STAAR
Title 1 Fund	Yes
Title 1 Campuses	SWC 3, SWC 4
Promote Community Involvement	
Educate Diverse Learners	Objective 4. Develop and implement processes for vertical collaboration across bands of stakeholders.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Provide writing quarterly planning days (substitute teachers will be needed) with literacy specialist for teachers in grades 3 & 4 and grades K-2 as needed.
Person Responsible	Administration Literacy Specialist Grade Level teachers
Monitoring Measures	Writing samples District Benchmarks Writing journals STAAR
Title 1 Fund	Yes
Title 1 Campuses	SWC 7
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Focused group of grade level teachers participating in learning walks to conduct focused walkthroughs and peer observations on the campus-wide implementation of Writer's Workshop.
Person Responsible	Administration Literacy Specialist Classroom Teachers
Monitoring Measures	Writing Samples District Benchmarks Writing Journals STAAR
Title 1 Fund	Yes
Title 1 Campuses	SWC 3, SWC 6
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	Continue with the implementation of campus writing committee to focus on school-wide writing activities, book study and continuous improvement. Continue with writing exit tickets during rotation specials.
Person Responsible	Administration Literacy Specialist Campus Writing Committee Rotation Specialists
Monitoring Measures	Writing Samples District Benchmarks Writing Journals STAAR
Title 1 Fund	Yes

Title 1 Campuses	SWC 2, SWC 4, SWC 8
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 2

Need : TPRI/Tejas Lee, IRI, and SFA roots data indicate continued low fluency rates in grades 1-5 (particularly to students new to our campus)

Goal : Maximize Tier 1 instruction and utilize RtI in grades K-2 to increase fluency and STAAR time in grades 3-5 to increase all students meeting Reading STAAR Approaches standard by a total of 8-10% and Special Ed. reading by 5% points (System Safeguard).

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, ELL
Funding Needed	Local
Timeline for Implementation	2017-2018 School Year
November Progress Check	All teachers in grades PK-5 have met with SFA coaches for coaching as well as campus goal setting. Campus Intervention time has been monitored carefully to ensure that instructional time is maximized. At-risk assistant has been trained in LLI and has been working with small groups. Special ed and 1st grade teachers have been trained in LLI and are working with students using the program. Day tutors in the area of reading, and bilingual have been secured and are working with small groups of students to assist in the closing of the learning gaps. Campus mentors have been assigned to students reading below grade level for students that are reading below grade level. Teachers on campus have been assigned instructional coaches in the are of reading. Our first 9 week SFA check shows student growth.

March Progress Check	All teachers in grades PK-5 met with SFA coaches for Spring Implementation check as well as for campus goal setting. A plan to focus on supporting our literacy specialists in coaching training was developed. Students in grades K-2 continue to work with day tutor for reading support, bilingual students are working with support of bilingual tutor. Students in grades 3-5 work with academic specialists. Grades 3-5 teachers have met with instructional specialists to plan for student learning. Grades 3-5 looked at CDB results and determined which areas needed to be retaught and reassessed based on student need. Students in grades K-5 completed 6 weeks of after school tutoring in the area of reading one day a week. Parents in 5th grade were invited to parent STAAR night and student led conferences to discuss student growth. We held our spring family academic night to help families work on literacy skills and activities at home.
June Progress Check	Campus literacy specialists met with SFA coaches for specialized training in the area of instructional coaching. The time was spent planning for implementation of coaching process for next school year. Students in grades K-2 continue to work with day tutor for reading support, bilingual students are working with support of bilingual tutor. Students in grades 3-5 work with academic specialists. Grades 3-5 teachers have met with instructional specialists to plan for student learning. Parents in 3rd and 4th grade were invited to parent STAAR night and student led conferences to discuss student growth. We held our spring family academic night to help families work on literacy skills and activities at home. We held our second annual Summer Literacy Camp during the month of June to focus on literacy skills (reading and writing) of 2nd and 3rd graders. The feedback from all participants has been very positive. Additionally, to help get all students reading, our campus participated in the Texas Read One Book program where all students in grades 3-5 were given a copy of the novel "The Mouse and the Motorcycle." Books were read in class with a kick off held in April. All classes grades K-5th participated in author studies where they studied a specific genre or author.

Activity 1

Activity	Train PreK teachers in the implementation of new edition SFA curiosity corner.
Person Responsible	Administration SFA Facilitator/Reading Specialist PreK Teachers
Monitoring Measures	Anecdotal records Formative Assessment PreK Assessment
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
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Activity 2

Activity	Utilizing RtI researched-based interventions including additional small group instruction, literacy stations, LLI Kits, extra SFA instruction, and reading day tutor to work with students in grades K-2.
Person Responsible	Administration Academic Specialists All classroom teachers
Monitoring Measures	LLI assessments IRIs District Benchmarks STAAR SFA 8 week assessments
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Learning walks completed by classroom teachers to see best practices of reading instruction on campus and debriefing. Substitute teachers may be required for classroom coverage.
Person Responsible	Administration SFA Facilitator Classroom Teachers
Monitoring Measures	IRIs District Benchmarks STAAR SFA 8 week assessments

Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4
Promote Community Involvement	
Educate Diverse Learners	Objective 5. Provide rigorous, complex, and meaningful learning that promotes readiness for post PK-12 experiences.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Activity	Continue with Success For All (SFA) greater coaching and implementation checks.
Person Responsible	Administration SFA Facilitator Classroom teachers PreK-5
Monitoring Measures	LLI assessments IRIs District Benchmarks STAAR SFA 8 Week Assessments
Title 1 Fund	Yes
Title 1 Campuses	SWC 3, SWC 9
Promote Community Involvement	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	Provide family engagement opportunities (Family Academic Nights) with activities to complete at home with children.
Person Responsible	Administration All classroom teachers Academic Specialists
Monitoring Measures	LLI Assessments IRIs District Benchmarks STAAR SFA 8 Week Assessments
Title 1 Fund	Yes
Title 1 Campuses	SWC 6, SWC 9
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 3

Need : LEP students on average are transitioning out of Spanish instruction in 4+ years (include PreK and Kinder) which indicates a need to address effective instruction of ELPS, sheltered language instruction as well as district bilingual framework.

Goal : 80% of LEP students will grow at least one progress measure in their English Language acquisition as measured through TELPAS composite measure on the 2017-2018 school year.

Goal Details

Student Groups Impacted	All Students, ELL
Funding Needed	Local, Title III, State Compensatory

Timeline for Implementation	2017-2018 School Year
November Progress Check	New bilingual teachers to campus have received district training in the implementation of ELPS. All bilingual teachers attend monthly meetings, during these meetings teachers along with LST work on learning the ELPS as well as discuss strategies of implementation. The bilingual tutor has begun working with students that are below reading grade level in grades K-2. Campus LST works with struggling readers in grades 3-5. Bilingual students in grades 3-5 that are working below grade level have been invited to 6 weeks of fall tutoring.
March Progress Check	Bilingual staff continues to hold monthly bilingual meetings to ensure that needs of bilingual students are being met. The bilingual tutor continues working with students that are below reading grade level in grades K-2. Campus LST works with struggling readers in grades 3-5. Bilingual students in grades 3-5 that are working below grade level were invited to complete 6 weeks of spring tutoring.
June Progress Check	Bilingual staff continued to hold monthly bilingual meetings to ensure that needs of bilingual students are being met. The bilingual tutor continued working with students that are below reading grade level in grades K-2. Campus LST works with struggling readers in grades 3-5.

Activity 1

Activity	Secure bilingual tutor to work with ELL students in grades K-2 and LST to work with students in grades 3-5 in their English language acquisition.
Person Responsible	Administration Language Support Teacher
Monitoring Measures	TELPAS Tejas Lee
Title 1 Fund	Yes
Title 1 Campuses	SWC 3, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 5. Provide rigorous, complex, and meaningful learning that promotes readiness for post PK-12 experiences.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Provide planning time for bilingual teachers to plan for appropriate implementation of ELPS as well as to receive training for appropriate evaluation of student writing samples.
Person Responsible	Administration LST Bilingual Teachers
Monitoring Measures	TELPAS Tejas Lee
Title 1 Fund	Yes
Title 1 Campuses	SWC 3, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Provide training for bilingual teachers from district bilingual department in effective implementation of the bilingual framework. Substitutes may be required.
Person Responsible	Administration Language Support Teacher
Monitoring Measures	TELPAS Tejas Lee Formative Assessments
Title 1 Fund	Yes
Title 1 Campuses	SWC 3
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.

Promote a Safe Environment for Students and Staff	
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Activity 4

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	

Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 4

Need : Although an overall decrease in Tier 3 referrals, the amount of students in Tier 2 is increasing rapidly which indicates a need to improve Tier 1 instruction in all content areas in grades PK-5

Goal : Increase students meeting STAAR standards (approaches, meets, and masters) by a minimum of 10% in reading, math, science and writing with a focus on growing special education students measured by STAAR Progress Measure.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, ELL
Funding Needed	Local
Timeline for Implementation	2017-2018 School Year
November Progress Check	Family Academic Night was held during the month of October which allowed for families of students in grades 3-5 to work with families for grade level TEKS. Six weeks of after school tutoring for grades 3-5 was held. After school computer interventions for grades 3-5 struggling students was also held for 30 minutes after school. Campus mentoring program was launched to pair up struggling students with a mentor. Grade levels were trained in PLC for more effective grade level planning. All teachers were given 1/2 say quarterly planning days in the area of math and writing.
March Progress Check	Family Academic Night was held during the month of January which allowed for families of students in grades Pk-2 to work with families for grade level TEKS. Six weeks of after school tutoring for grades K-5th was held. After school computer interventions for grades 3-5 struggling students was also held for 30 minutes after school. Grade levels were received a refresher training for PLCs and effective collaborative planning for student learning. After receiving CDB data in January and February, teachers in grades 2-5th received half day planning for review of grade level data, planning for reteach based on student work, and reassessment.
June Progress Check	After school computer interventions for grades 3-5 struggling students was held for 30 minutes after school. The campus math specialist received training on instructional coaching to plan for next school year of coaching teachers on specific areas. Campus administration attended the Learning Forward Conference where they focused their efforts on instructional coaching as well as student engagement. The end of year leadership meeting was held for planning areas of focus for the next school year.

Activity 1

Activity	Provide quarterly planning time for grade level teachers with academic specialists grades 3-5 and in grades K-2 as needed. Substitutes may be needed.
Person Responsible	Administration Academic Specialists All classroom teachers
Monitoring Measures	Unit assessments District Benchmarks STAAR Work Samples TPRI Scores Formative assessments
Title 1 Fund	Yes
Title 1 Campuses	SWC 3, SWC 4
Promote Community Involvement	
Educate Diverse Learners	Objective 5. Provide rigorous, complex, and meaningful learning that promotes readiness for post PK-12 experiences.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Provide after school tutoring for students in grades 3-5 for a total of 18 weeks and K-2 grade levels for a total of 6 weeks in the spring. Train special education team in the use of LLI to provide special education students intervention.
Person Responsible	Classroom teachers Administration Academic Specialists
Monitoring Measures	Unit Assessments Formative Assessments District Benchmarks STAAR
Title 1 Fund	Yes

Title 1 Campuses	SWC 3, SWC 8
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Provide instructional coaching opportunities for all teachers grades PK-5 through the use of instructional coaching, SFA Greater Coaching and the utilization of technology. Substitutes may be required.
Person Responsible	Administration All Classroom teachers Academic Specialists
Monitoring Measures	Unit Assessments Formative Assessments District Benchmarks STAAR
Title 1 Fund	Yes
Title 1 Campuses	SWC 3, SWC 4, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 6. Utilize technology in advanced and innovative ways to support instruction and facilitate learning
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Continue the implementation of AVID Elementary in grades 4-5 and begin preparing grades 2-3 for AVID Elementary by introducing them to the organizational tools.
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Person Responsible	Classroom teachers grades 2-5 Administration
Monitoring Measures	Unit Assessment Formative Assessment District Benchmark STAAR
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4
Promote Community Involvement	
Educate Diverse Learners	Objective 3. Implement systems to promote the development of student leadership, critical thinking, and self-management skills.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	Develop instructional academic committees that meet regularly in a professional learning community to improve student learning on campus through more effective teacher planning, research, and book studies.
Person Responsible	Administration All classroom teachers
Monitoring Measures	Unit Assessments Formative Assessments District Benchmarks STAAR
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 4, SWC 6, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.

Promote a Safe Environment for Students and Staff	
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Goal 5

Need : Learning time in class is decreased due to low daily attendance.

Goal : Increase the learning time of all students in grades PK-5 by decreasing the number of ISS & OSS referrals by 25% and increase student daily attendance to 97%.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, ELL
Funding Needed	Local
Timeline for Implementation	2017-2018 School Year
November Progress Check	Progress has been made in the area of decreasing office referrals and OSS. Campus Student Leadership committee has met to plan for class meetings which will be used as a preventative measure for student misbehavior. School attendance has been an area of focus on campus. Students with excessive absences have received interventions and have been documented in TEAS. Campus assemblies for behavior and attendance have been held in the beginning of the year and each month for new students enrolled to the campus. Attendance Cafes have been held for parents with students of chronic absences. New attendance incentives have proven to be successful in improving campus attendance.
March Progress Check	Progress has been made in the area of decreasing office referrals and OSS. Campus Student Leadership committee has met again to plan for class meetings which will be used as a preventative measure for student misbehavior. School attendance has been an area of focus on campus. Students with excessive absences have received interventions and have been documented in TEAS. Campus assemblies for behavior and attendance have been held in the middle of the year and each month for new students enrolled to the campus. Monthly attendance incentives have been implemented on campus and have proven to be successful. We continue to work with our community liaison to address attendance concerns during our weekly CAT meetings.

June Progress Check	There was an overall improvement in the area of student discipline. Campus attendance continues to be a struggle. Students with excessive absences have received interventions and have been documented in TEAS. Campus assemblies for behavior and attendance have been held in the middle of the year and each month for new students enrolled to the campus. Monthly attendance incentives have been implemented on campus and have proven to be successful for some students. We continue to work with our community liaison to address attendance concerns during our weekly CAT meetings. Students with attendance concerns have already been identified for next school year. A plan for summer door knocking with a team of teachers to these students' homes has already been planned and scheduled.
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Activity 1

Activity	Continue the implementation of Leading for Success quarterly meetings and data collection to share progress goals with staff and to develop new plans. Each professional staff member will be part of an academic committee/PLC.
Person Responsible	All staff Administration
Monitoring Measures	Daily Attendance Discipline Data
Title 1 Fund	Yes
Title 1 Campuses	SWC 1
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 4. Implement and promote a collaborative approach to school and community safety.

Activity 2

Activity	Provide professional development opportunities and campus book study in the area of student engagement for all teachers and specialists.
Person Responsible	All classroom teachers Specialists Administration
Monitoring Measures	Daily Attendance Discipline Data
Title 1 Fund	Yes

Title 1 Campuses	SWC 2, SWC 4
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Develop student advisory committee to plan and disseminate Class Council lessons to students.
Person Responsible	Administration Counselors Committee
Monitoring Measures	Discipline Data Attendance Data
Title 1 Fund	Yes
Title 1 Campuses	SWC 1
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 2. Implement, provide, and communicate programs that will ensure that students understand shared responsibility and have necessary coping skills.

Activity 4

Activity	Continued focus on NISD pillars of character through the use of guidance, bi-weekly Class Council Meetings, behavior assemblies, and Eagle Pride folders
Person Responsible	Counselors All classroom teachers Administration

Monitoring Measures	Daily Attendance Discipline Data
Title 1 Fund	Yes
Title 1 Campuses	SWC 1
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 3. Implement, provide, and maintain instructional facilities that support a safe, healthy, and comfortable learning environment in a growing community.

Activity 5

Activity	Host quarterly Attendance Cafes for parents of students with past and potential chronic absenteeism to discuss the importance of daily attendance, and offer support to families.
Person Responsible	Administration
Monitoring Measures	Daily Attendance
Title 1 Fund	Yes
Title 1 Campuses	SWC 1
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal : Provide school-wide learning opportunities for all students to be healthy and active for a lifetime.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, ELL
Funding Needed	Local
Timeline for Implementation	2017-2018 School Year
November Progress Check	PTA has began planning for Family Fit Night. Enrichment Clubs held during the second nine weeks of instruction have given students opportunities to learn about healthier lifestyles through exercise and healthy eating.
March Progress Check	Heroes for Health Day was held in March which focused on healthy lifestyles for all students grades PK-5th. Our annual Family Fit Night was held in March also and provided opportunities to get fit together doing different type of exercise training.
June Progress Check	Family Fit activities continued to be emphasized through our morning announcements and our Physical Education classes. Activities such as bike rodeo and field day were held that encouraged students and staff to be physically active.

Activity 1

Activity	Annual Heroes for Health assembly on campus inviting military, Police Department, or Fire Department member to speak to students about the importance of a healthy lifestyle.
Person Responsible	Administration PE Teacher
Monitoring Measures	Student attendance and participation
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Promote campus participation in Jump Rope for Heart
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Person Responsible	PE teacher Administration
Monitoring Measures	Participation of students
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 3. Establish and expand initiatives that promote effective community relations and meaningful two-way communication with all stakeholders.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Hold annual bike rodeo competition on campus inviting all students and staff to participate encouraging the use of helmets and knee/elbow pads.
Person Responsible	PE Teacher Administration
Monitoring Measures	Student and staff participation
Title 1 Fund	Yes
Title 1 Campuses	SWC 6
Promote Community Involvement	Objective 4. Expand comprehensive programs and partnership opportunities that foster classroom innovation that encourages educators to continually enhance student learning.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Hold Family Fit Night inviting all Allen families to participate in fit activities.
Person Responsible	Administration PE Teacher PTA
Monitoring Measures	Student and Parent participation
Title 1 Fund	Yes
Title 1 Campuses	SWC 6
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	