



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

BLATTMAN ELEMENTARY SCHOOL

2017-2018

BLATTMAN ES

Needs Assessment 2017-2018

Process

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

1-26-2017 Literacy PLC Planning Day #3

- *TEA Accountability Summary (compared to ISD, compared to TX cohort)
- *provided detailed overview of Accountability Indexes
- *Priority Focus on Index 2 Student Growth Measures
- *Reviewed Item Analysis Hotspots
- *Focused on Writing Instruction K-5

2-22-2017 Literacy PLC Planning Day #4

- *Teacher share out on writing instruction
- *Comparison of student work samples
- *Teacher feedback

3-3-2017 Staff Development All Staff

- *Conducted SWOT Analysis on Writing
- *Prioritized areas of Writing focus with a gallery walk of SWOT posters and 3-5 stickers for each staff member

5-6-2016 Early Release All Staff

- *Recapped the School Improvement Process, Goals, Activities for 2016-17

5-15-2017 Superintendent Parent/Student Panel Needs Assessment

- *increase student choice
- *increase project based learning
- *opportunities for academic advancement

5-24-2017 Leadership Meeting

- *Shared Superintendent Panel Findings
- *Conducted Rigor/Engagement Activity to identify common vocabulary/expectations
 - *this activity was duplicated by a teacher leader for the entire staff on June 2nd
- *Developed Goal Statements aligned to identified priority needs
- *Identified one overarching goal for increasing student engagement
- *Identified activities aligned to the 7 Critical Success Factors and the recurring themes identified throughout the SIP process

6-1-2016 School Advisory Team

- *Presented the 17-18 Professional Development Plan

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.
<input checked="" type="checkbox"/> STAAR/EOC/TAKS
<input checked="" type="checkbox"/> Regression graphs
<input checked="" type="checkbox"/> Student demographics
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE
<input checked="" type="checkbox"/> TELPAS
<input checked="" type="checkbox"/> Promotion/retention (Elementary)
<input type="checkbox"/> Failure rates (Secondary)
<input type="checkbox"/> Completion and graduation rates (High School)
<input type="checkbox"/> SAT/ACT (High School)
<input type="checkbox"/> AP (High School)
<input type="checkbox"/> Other

Findings	<p>Subject Area: Reading</p> <p>Texas Accountability Index 1: All Subjects Level II Satisfactory Performance (Phase I)</p> <p>Problem Statement: According to STAAR Data, 47% of Third Graders, 30% of 4th Graders, and 38% of Fifth Graders do not show mastery of Figure 19D Make Inferences/Use Text Evidence(TEKS 3.12, 4.6, 5.7).</p> <p>Texas Accountability Index 2: All Students Growth Progress Measures (Met & Exceeded Expectations/4th & 5th Graders, Reading & Math)</p> <p>Problem Statement: Of the 202 total 4th and 5th Graders at Blattman, 33% Did Not Meet STAAR growth expectations (scores of 0).</p> <p>Texas Accountability Index 3: Achievement Gaps for Eco Dis and Hispanic Subgroups</p> <p>Problem Statement: Achievement gaps exist for 57% of 3rd Grade Eco Dis and 42% of Hispanic students. Achievement gaps exist for 71% of 4th Grade Eco Dis and 32% of Hispanic students. Achievement gaps exist for 40% of 5th Grade Eco Dis and 34% of Hispanic students.</p> <p>Texas Accountability Index 4: All Students Postsecondary Readiness</p> <p>Problem Statement: In Reading, 26% of Third Graders, 30% of Fourth Graders, and 26% of Fifth Graders are not meeting post secondary readiness standards.</p> <p>Subject Area: Math</p> <p>Texas Accountability Index 1: All Subjects Level II Satisfactory Performance (Phase I)</p> <p>Problem Statement: According to STAAR data, 24% of Third Graders, 20% of Fourth Graders, and 24% of Fifth Graders do not show mastery of Using a Problem Solving Model (TEKS 3.14B, 4.14 C, 5.14B)</p> <p>Texas Accountability Index 2: All Students Growth Progress Measures (Met & Exceeded Expectations/4th & 5th Graders, Reading & Math)</p> <p>Problem Statement: Of the 201 total 4th and 5th graders at Blattman, 26% Did Not Meet STAAR growth expectations (scores of 0).</p> <p>Texas Accountability Index 3: Achievement Gaps for Eco Dis and Hispanic Subgroups</p> <p>Problem Statement: Achievement gaps exist for 71% of 3rd grade Eco Dis and 63% of Hispanic students. Achievement gaps exist for 71% of 4th grade Eco Dis and 32% of Hispanic students. Achievement gaps exist for 60% of 5th grade Eco Dis and 34% of Hispanic students.</p> <p>Texas Accountability Index 4: All Students Postsecondary Readiness</p> <p>Problem Statement: In Math, 45% of Third graders, 34% of Fourth graders, and 30% of Fifth graders not meeting post secondary readiness standards.</p> <p>Subject Area: Writing</p> <p>Texas Accountability Index 1: All Subjects Level II Satisfactory Performance (Phase I)</p> <p>Problem Statement: 68% of Blattman 4th Graders score below satisfactory in Expository Writing (TEKS 4.15B, 4.18, 4.15C, 4.15D) 50% of Blattman 4th Graders score below satisfactory in Personal Narrative Writing (TEKS 4.14B, 4.18, 4.15C, 4.15D)</p> <p>Texas Accountability Index 2: All Students Growth Progress Measures (Met & Exceeded Expectations/4th & 5th Graders, Reading & Math)</p> <p>Problem Statement:</p>
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N/A for Writing

Texas Accountability Index 3: Achievement Gaps for Eco Dis and Hispanic Subgroups

Problem Statement:

Achievement gaps exist for 43% of 4th Grade Eco Dis and 29% of Hispanic Students.

Texas Accountability Index 4: All Students Postsecondary Readiness

Problem Statement:

28% of Blattman Fourth Graders are not meeting post secondary readiness standards.

Subject Area: Science

Texas Accountability Index 1: All Subjects Level II Satisfactory Performance (Phase I)

Problem Statement:

According to STAAR Data, 26% of Fifth graders do not show mastery of Analyze/Interpret Information Make Inferences (TEKS 5.2D).

Texas Accountability Index 2: All Students Growth Progress Measures (Met & Exceeded Expectations/4th & 5th Graders, Reading & Math)

Problem Statement:

N/A for Science

Texas Accountability Index 3: Achievement Gaps for Eco Dis and Hispanic Subgroups

Problem Statement:

Achievement gaps exist for 100% of 5th grade Eco Dis and 61% of Hispanic students (no Eco Dis students met Recommended/Final or Advanced Standards).

Texas Accountability Index 4: All Students Postsecondary Readiness

Problem Statement:

In Science, 55% of Fifth graders are not meeting post secondary readiness standards.

Strengths:

*Extra Curricular offerings

*Relationships

*Perception of School

*Increased learning time

*PLCs: Collaborative, Literacy, Math, Sci./SS

*Teacher Led Staff Development

*Met standards: student achievement, student progress, closing performance gaps, post secondary readiness

*Attendance Rate

*STAAR Preparations and Performance

*Teacher Quality

*Teachers that Value Collaboration

*Professional Development

*Instructional Resources

*Being A Writer

*Assessment Resources

*Technology Access

*School Climate

*Parental Support

*Technology Resources and Training

Weaknesses:

*Challenging students at the top of the academic spectrum

*Opportunities for "Bubble Students"

*PTA Event Attendance

	<ul style="list-style-type: none"> *Team Planning Time *PLC Dissemination of Information <p>Opportunities:</p> <ul style="list-style-type: none"> *Technology *Resources *Community Involvement Activities *Integrated Technology Training <p>Threats:</p> <ul style="list-style-type: none"> *Implementation of PLC work *Vertically Aligned Writing Instruction *Technology Training *Differentiated Trainings
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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.	
<input checked="" type="checkbox"/>	Student attendance
<input checked="" type="checkbox"/>	Discipline
<input checked="" type="checkbox"/>	Grades
<input checked="" type="checkbox"/>	CDBs
<input checked="" type="checkbox"/>	Common Assessments
<input checked="" type="checkbox"/>	Other Student Survey, SIP Process

Findings	<p>Strengths:</p> <ul style="list-style-type: none"> *Data Review Meetings *Overall STAAR Scores *Data driven decisions for student intervention *Monitoring interventions and change as needed *Student discipline *Rtl Process for struggling students *increased accountability for Rtl expectations <p>Weaknesses:</p> <ul style="list-style-type: none"> *pre-assessment opportunities *flexible grouping to challenge students <p>Opportunities:</p> <ul style="list-style-type: none"> *Rtl Progress Monitoring Meetings *Rtl Purple Resource Folder *Rtl Focused Staff Development *Effective Strategies shared amongst teams/teachers <p>Threats:</p> <ul style="list-style-type: none"> *Time *Research Based Interventions
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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

Other

Findings

Strengths:

- *Purposeful Professional Development
- *Teacher Autonomy
- *Resources/Support
- *Utilizes experts/specialists on campus
- *Delegates Responsibilities
- *More staff taking leadership roles
- *Increased time for collaboration
- *iTeach training

Weaknesses:

- *Less teacher led after-school activities

Opportunities:

- *Required number of professional development hours
- *Team planning
- *Utilize specialists and improve student academic weaknesses daily

Threats:

- *Intervention Resources
- *Strong Knowledge Base

CSF 4: Increased Learning Time

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.

Response to Intervention

Interventions implementation and effectiveness

Student identification for increased learning time

Tutorials

Other

Findings

Strengths:

- *Extended rotation for planning/pulling students for intervention
- *Collaborative Classrooms
- *Before and Afterschool Tutoring
- *Lexia Lab
- *Flexible At-Risk Intervention
- *PAL Assistance
- *Less Interruptions
- *Conceptual Planning w Math Department

Weaknesses:

- *More team planning
- *Rtl Documentation - greatly improved - more consistent K-5

Opportunities:

- *Integration Across Subjects
- *Extended Rotation Time
- *Cross Curricular Planning
- *Lexia Lab
- *Background knowledge of students
- *Family Resources
- *Longevity of staff/low turnover rate

Threats:

- *Timeline/increased rigor
- *Differentiated Training
- *Choice of where to attend school
- *Time for planning quality lessons/prep time
- *Time for documentation and review to improve

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.

Communication

Family and community activities

<input type="checkbox"/> Family and community input
<input type="checkbox"/> Family and community services
<input type="checkbox"/> Second language communication
<input checked="" type="checkbox"/> Other NCASE Survey

Findings	<p>Strengths:</p> <ul style="list-style-type: none"> *Strong and active PTA *Supportive PTA and Community *Annual Bear Bash *Social Media Presence *School Climate *Benevolence Participation *Administration Visibility/Availability *Flag Ceremonies *Student Opportunities <p>Weaknesses:</p> <ul style="list-style-type: none"> *PTA Meetings are poorly attended *Business Partnerships *Cultural Diversity *Involvement from more parents <p>Opportunities:</p> <ul style="list-style-type: none"> *Cultural Diversity *Disability Awareness *Welcoming Committee for New Families *PTA Incentives for Attendance *PTA Letter to Community *Online parent conferences <p>Threats:</p> <ul style="list-style-type: none"> *Some feel intimidated or overwhelmed *People fear being overcommitted *Entitlement *Living in a "bubble"
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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 type="checkbox"/> Teacher surveys
<input 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 checked="" type="checkbox"/> Other	Parent panel with the superintendent
Findings	<p>Strengths:</p> <ul style="list-style-type: none"> *PTA *After school activities *Student Council *Caring Teachers who Go Above and Beyond *12 Days of Christmas *Family Atmosphere <p>Weaknesses:</p> <ul style="list-style-type: none"> *Teacher Incentives *Time <p>Opportunities:</p> <ul style="list-style-type: none"> *Subs and Extended Rotation *Dedicated Staff *Creative/Intelligent Students <p>Threats:</p> <ul style="list-style-type: none"> *Paperwork Expectations

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 checked="" 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 checked="" type="checkbox"/>	Other TTESS conference information

Findings	<p>Strengths:</p> <ul style="list-style-type: none"> *Provides opportunities for professional development *Parental Involvement *Readiness in the classroom *Teachers going above and beyond *Teachers love students like their own <p>Weaknesses:</p> <ul style="list-style-type: none"> *Complacency due to time constraints *Apathy *Parental Involvement *Resistance to Change <p>Opportunities:</p> <ul style="list-style-type: none"> *Staff Team Building *NISD Professional Development *Collaboration-Learning from each other <p>Threats:</p> <ul style="list-style-type: none"> *Time *Teacher Expectations
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Priority Needs

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

Priority Need 1

<p>Problem Statement: High achieving students at Blattman don't consistently feel academically challenged.</p>
<p>CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 3 Leadership Effectiveness CSF 4 Increased Learning Time CSF 7 Teacher Quality</p>

Priority Need 2

<p>Problem Statement: There are discrepancies in how student interventions are implemented, documented and monitored school-wide.</p>
<p>CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction</p>

Priority Need 3

<p>Problem Statement: The teaching profession can be isolating. As the demands on teachers increase, so does the need for professional collaboration.</p>
<p>CSF 3 Leadership Effectiveness CSF 6 School Climate CSF 7 Teacher Quality</p>

CAMPUS: BLATTMAN 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		PLC Foundations, TTESS, Theme Team, Bear Beliefs, Namesake Welcome	Curriculum	All Staff	All Students	Local	6
08/22/2017		School Business to include: Cyber Security, Teacher Access Center, 504, Crisis, Health, Special Education	Curriculum	All Staff	All Students	Local	6
08/23/2017	08/24/2017	Convocation, Mrs. Blattman's House, School Climate	Collaboration	All Staff	All Students	Local	0
10/09/2017		PLC/Instructional Round Launch / TTESS Goal & Accountability Partner	Instruction	Professional Staff	All Students	Local	6
11/20/2017	08/14/2017	Teacher Retreat Day - Beliefs/Mission/Vision/Engagement Sharing	Collaboration	Professional Staff	All Students	Local	6
11/21/2017	08/15/2017	Teacher Retreat Day - PLC Foundations/Launch/Reading Protocol/PLC Activity/ Diana Ely Activities	Collaboration	Professional Staff	All Students	Local	6

02/19/2018		PLC/Instructional Round Launch / TTESS Goal & Accountability Partner	Collaboration	Professional Staff	All Students	Local	6
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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	95%	76%	95%	74%	76%	94%	76%	56%	95%
African-American	86%	14%	75%	62%	72%	86%	57%	14%	90%
Hispanic	95%	74%	93%	70%	74%	92%	68%	47%	95%
White	95%	78%	95%	84%	86%	96%	79%	59%	98%
Economically Disadvantaged	77%	27%	75%	66%	68%	77%	38%	31%	80%
Special Education	84%	47%	80%	44%	48%	87%	61%	26%	90%
At-Risk	91%	49%	90%	58%	58%	77%	35%	19%	80%
Limited English Proficient	93%	64%	90%	62%	63%	80%	40%	20%	85%
Asian	100%	88%	100%	89%	78%	95%	89%	79%	98%
American Indian	N/A	N/A	N/A	73%	58%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	100%	100%	75%	71%	N/A	N/A	N/A	N/A
Two or More	92%	83%	95%	80%	87%	93%	86%	64%	95%

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	91%	70%	92%	64%	62%	93%	67%	28%	95%
African-American	100%	33%	75%	53%	56%	67%	67%	33%	70%
Hispanic	90%	67%	92%	60%	59%	88%	63%	25%	90%
White	89%	73%	91%	72%	73%	96%	65%	25%	98%
Economically Disadvantaged	86%	57%	75%	56%	52%	71%	29%	0%	75%

Special Education	100%	67%	100%	33%	32%	78%	56%	22%	80%
At-Risk	75%	13%	70%	44%	37%	71%	24%	6%	75%
Limited English Proficient	67%	33%	70%	54%	49%	100%	33%	0%	100%
Asian	100%	88%	100%	85%	72%	100%	100%	71%	100%
American Indian	N/A	N/A	N/A	61%	71%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	100%	100%	67%	50%	N/A	N/A	N/A	N/A
Two or More	100%	50%	100%	70%	76%	100%	60%	20%	100%

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	94%	73%	94%	79%	80%	94%	78%	54%	95%
African-American	100%	43%	90%	66%	72%	86%	57%	14%	88%
Hispanic	95%	70%	95%	77%	78%	89%	66%	36%	90%
White	94%	75%	95%	87%	88%	96%	83%	61%	98%
Economically Disadvantaged	70%	26%	70%	73%	73%	77%	62%	23%	80%
Special Education	84%	63%	78%	53%	56%	87%	57%	22%	90%
At-Risk	86%	34%	80%	67%	65%	72%	37%	19%	75%
Limited English Proficient	93%	64%	90%	73%	72%	80%	60%	20%	85%
Asian	100%	88%	100%	94%	86%	100%	95%	79%	100%
American Indian	N/A	N/A	N/A	78%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	100%	100%	80%	78%	N/A	N/A	N/A	N/A
Two or More	92%	67%	85%	82%	89%	93%	93%	71%	95%

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	91%	56%	90%	73%	76%	97%	82%	38%	98%
African-American	100%	0%	100%	59%	68%	100%	0%	0%	100%
Hispanic	83%	39%	75%	68%	73%	96%	81%	30%	98%
White	97%	72%	100%	84%	87%	98%	80%	39%	100%
Economically Disadvantaged	71%	29%	70%	65%	67%	100%	67%	0%	100%
Special Education	73%	36%	70%	44%	46%	33%	33%	0%	50%
At-Risk	74%	16%	70%	56%	59%	82%	64%	0%	70%
Limited English Proficient	0%	0%	N/A	57%	58%	100%	0%	0%	100%
Asian	100%	50%	100%	89%	75%	100%	100%	100%	100%
American Indian	N/A	N/A	N/A	73%	60%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	93%	N/A	N/A	N/A	N/A
Two or More	100%	75%	78%	81%	86%	100%	100%	33%	100%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	96.7%	97%
African-American	95.4%	95.8%	95.7%	97%
Hispanic	95.6%	95%	96%	97%
White	96%	95.8%	97%	98%
Economically Disadvantaged	95.4%	94.4%	95.1%	96%
Special Education	94.5%	93.9%	95.7%	96%
Limited English Proficient	96.4%	95.8%	96.7%	97%
Asian	97.8%	96.8%	96.7%	97%
American Indian	95.3%	95.2%	97.7%	98%
Hawaiian Pacific Islander	95.5%	96.1%	97.2%	98%
Two or More	95.9%	96%	95.8%	96%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	0.45%	N/A
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17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : Problem Statement:
High achieving students at Blattman don't consistently feel academically challenged.

Goal : Increase the number of 4th and 5th grade students meeting STAAR growth measure expectations in Reading and Math by 10% by improving student engagement.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, Other
Timeline for Implementation	July 2017-June 2018

November Progress Check	<ul style="list-style-type: none">• March 3, 2017 SWOT Analysis• May 24, 2017 Guiding Coalition Meeting Meeting• June 5, 2017 Student Survey• June 7, 2017 Commitment Bear Beliefs & Student Engagement<ul style="list-style-type: none">o Engagemento Leadershipo Relationshipo Integrity• July Homework-What Inspires You/Tweets for Student Engagement/T-TESS Goal Relating to Increased Student Engagement/Grade Level Fall & Spring Choice Unit of Study (planning days below)• September 20, 2017 PLC Team Planning 4th/5th• September 25, 2017 PLC Team Planning K-5• September 29, 2017 PLC Team Planning 2nd/3rd• October 10, 2017 PLC Team Planning Kinder/1st• December 4, 2017 PLC Team Planning K-5
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March Progress Check	<ul style="list-style-type: none"> * Jan. 24, 2018 RtI Core Meetings to review student progress in current interventions * Jan. 29, 2018 Staff Development PD Hour - Instructional Rounds * Feb. 1, 2018 PLC Vertical Team Planning - Writing Instructional Rounds 4th/5th * Feb. 5, 2018 K-5 Mid Year At Risk Meetings to review student progress * Feb. 7, 2018 PLC Vertical Team Planning Writing Instructional Rounds 2nd/3rd * Feb. 16, 2018 PLC Vertical Team Planning Writing Instructional Rounds Kinder/1st * Feb. 19, 2018 PD Instructional Round Feedback and Next Steps - NISD Curriculum Commitments * Feb. 20, 2018 Guiding Coalition Meeting - NISD Commitments and Responsive Teaching Focus * March 7, 2018 Guiding Coalition Meeting - Common Assessment Focus * March 9, 2018 SEAM Meeting - Review of Special Needs Student Progress * April 4, 2018 Guiding Coalition Meeting - Common Assessment Focus <p>Teams studied the various types of classroom visits, and after reflecting on our goal of improving students growth measure points, we decided as a campus to implement instructional rounds as a means of examining instruction system wide and making system wide improvements. We chose to focus on Writing even though that subject area isn't specifically used to calculate growth measure points for students. The guiding coalition believed that if we made system improvements in Writing (aligned with district goal and campus needs), then the same strategies and improvements would be felt in all subject areas.</p> <p>Each grade level had the opportunity to participate in the instructional round process and observe in every classroom during writing instruction. Evidence was collected and categorized by the instructional core (student, teacher, task).</p> <p>Feb. 19th professional development day - Staff were presented with 4 of the 13 NISD Instructional Commitments. Hattie's effect size was discussed and teacher's were presented with an article and graphic to help illustrate the importance of using research based instructional approaches. Each group researched the commitment and role played for the group what that commitment looks like in practice.</p> <p>Next the instructional round evidence was presented, reflected upon and then connected to a NISD commitment. Using the fist to five consensus building learned in our PLC work, we came to the consensus to focus our school improvement efforts on the Commitment of Responsive Teaching Based on Data.</p> <p>Teams were then challenged with the homework assignment of creating a year long activity (goal) to support a SIP goal of improving writing instruction at Blattman.</p>
June Progress Check	<p>STAAR results for 4th/5th grade students indicate we met our goal in the following areas:</p> <ul style="list-style-type: none"> 5th Reading 5th Math <p>This goal will continue and we'll examine our 3rd grade instructional practices due to lower performing overall scores than expected.</p>

Activity	Each grade level team plan and execute an integrated unit of study in the Fall and Spring with a Spring Showcase.
Person Responsible	Administration Guiding Coalition Grade Level PLCs Science/Social Studies Content PLC
Monitoring Measures	Student Feedback Survey Teacher Feedback Lesson Plans May Unit of Study Showcase STAAR Results Growth Measures
Title 1 Fund	No
Title 1 Campuses	
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

Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	
Activity	Walkthroughs with an emphasis on student engagement.
Person Responsible	Administration Classroom Teachers
Monitoring Measures	Walkthroughs
Title 1 Fund	No
Title 1 Campuses	

Promote Community Involvement	
Educate Diverse Learners	

Activity 3

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 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 2

Need :

Problem Statement: There are discrepancies in how student interventions are implemented, documented and monitored school-wide.

Goal :

Implement school-wide expectations and procedures for documenting and monitoring student interventions in the eRtl system.
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Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	August 2017 - June 2018
November Progress Check	<ul style="list-style-type: none"> • March 3, 2017 SWOT Analysis • May 24, 2017 Guiding Coalition Meeting • August 14, 2017 Retreat Day • August 18, 2017 Guiding Coalition Meeting • October 11, 2017 RtI Grade Level Meetings * October 23, 2017 RtI Hour • November 1, 2017 RtI Core Meeting * November 1 - November 20, 2017 Administration Checks * November 27, 2017 RtI Hour
March Progress Check	<ul style="list-style-type: none"> * Jan. 24, 2018 RtI Meetings - reviewing student progress/interventions * March 5, 2018 Campus Wide RtI Progress Monitoring
June Progress Check	<ul style="list-style-type: none"> • April 11, 2018 RTI Grade Level Meeting • April 16, 2018 PLC Content • April 26, 2018 RTI Core Meeting • May 9, 2018 Guiding Coalition PLC <p>This goal will continue for the 18-19 school year.</p>

Activity 1

Activity	Implementing and monitoring a systematic process for documenting student's response to intervention.
Person Responsible	Administration Counselors Classroom Teachers Reading Specialist
Monitoring Measures	Monday Progress Monitoring Meetings and Open Lab Grade Level Meetings 3 times a year Core Team Meetings 3 times a year Campus Audit of students receiving intervention/students in RtI/special education referrals
Title 1 Fund	No
Title 1 Campuses	

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 2

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 3

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 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 3

Need : Problem Statement:
The teaching profession can be isolating. As the demands on teachers increase, so does the need for professional collaboration.

Goal : Provide opportunities for teachers to collaborate and learn from one another.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, Other
Timeline for Implementation	July 2017-June 2018

November Progress Check	<ul style="list-style-type: none"> • March 3, 2017 SWOT Analysis • May 24, 2017 Guiding Coalition Meeting • June 7, 2017 Commitment Bear Beliefs & Student Engagement <ul style="list-style-type: none"> o Engagement o Leadership o Relationship o Integrity • July 27, 2017 Data Day • August 3, 2017 Leadership Institute • August 14, 2017 Retreat Day • August 15, 2017 Retreat Day/Teacher Professional Development (PLC Foundations/Launch) • August 18, 2017 Guiding Coalition Meeting • August 21, 2017 Teacher Professional Development (PLC Foundations/T-TESS Refresher) • September 20, 2017 PLC Team Planning 4th/5th • September 25, 2017 PLC Team Planning K-5 • September 29, 2017 PLC Team Planning 2nd/3rd • October 9, 2017 PLC Structure/Instructional Rounds Launch/T-TESS Accountability Partner • October 10, 2017 PLC Team Planning Kinder/1st • October 27, 2017 Math PLC • October 30, 2017 PLC Content • November 8-10, 2017 Professional Learning Communities at Work Institute (Team of 7) • December 4, 2017 PLC Team Planning K-5
March Progress Check	<ul style="list-style-type: none"> * Oct. 27, 2017 Math Content PLC Planning Time - w Erica Arrevalo * Feb. 1, 2018 PLC Vertical Team Planning - Writing Instructional Rounds 4th/5th * Feb. 6, 2018 PLC Vertical Team Planning - Writing Instructional Rounds 2nd/3rd * Feb. 16, 2018 PLC Vertical Team Planning - Writing Instructional Rounds Kinder/1st * March 27, 2018 Math Content PLC Planning Time - Unpacking the TEKS and Beyond w Erica Arrevalo
June Progress Check	<p>This goal was met and will continue to be a focus for our campus.</p> <p>July 24-26th - a team of six will be attending Solution Tree's PLC Conference in SA</p>

Activity 1

Activity	<ul style="list-style-type: none"> -Establish Guiding Coalition Leadership Team -Built in professional development, RTI, grade level team collaboration and faculty gathering Monday Meetings
Person Responsible	<ul style="list-style-type: none"> Administration Guiding Coalition (Team Leaders & Content Facilitators) Teachers

Monitoring Measures	Attendance at Content PLC and grade level planning meetings Attendance at Solution Tree PLC Conference in November Guiding Coalition Instructional Round Feedback PLC Meeting Agendas Lesson plans Admin walk-thrus STAAR growth measures SWOT Analysis May Leadership SIP planning
Title 1 Fund	No
Title 1 Campuses	
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	-Foundations of PLC Launch -Content PLC will emphasize on writing to learn using writing binders -Content PLCs will meet once a semester for half a day -Grade level PLC to follow the content PLC meeting
Person Responsible	Administration Guiding Coalition Leadership Institute Attendees Classroom Teacher
Monitoring Measures	Content PLC Agendas Look fors in PLC Meetings Writing Binders Conversations Agendas Formative Assessment Data
Title 1 Fund	No

Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

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 4

Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	

Hire, Develop, and Retain Quality Staff	
Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
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 :

Promote school-wide learning opportunities for all students to be healthy and active for a lifetime. Increase NCASE rating from Recognized to Exemplary.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	August 2017-June 2018
November Progress Check	Heroes for Health in planning stages. Health Presenters were intentionally chosen and successful for Career Day
March Progress Check	* March 8, 2018 Heroes for Health coordinated with Shavano Park Police and Fire Departments * March 8, 2018 PTA Fun Run * Running Club 3 days a week for K-5 grade students before school
June Progress Check	NCASE standards were adjusted and no longer include the Health and Wellness, however this continues to be a focus for our campus and will be for the 18-19 school year as well.

Activity 1

Activity	Plan additional health activities to coincide with the Exemplary rating on the NCASE rubric.
Person Responsible	Physical Education Department Nurse Wellness Committee
Monitoring Measures	NCASE Survey Rubric
Title 1 Fund	No
Title 1 Campuses	
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 2

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 3

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 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	

