



NORTHSIDE
SCHOOL



INDEPENDENT
DISTRICT



SCHOOL IMPROVEMENT PLAN

BRAUN STATION ELEMENTARY SCHOOL

2017-2018

OUR MISSION

Vision Statement

Together we will create a safe, respectful environment where all excel and have a positive impact on the world.

Mission Statement

The Braun Station Community will foster a place where each student will achieve their highest potential.

At BSE,

All belong

All learn

All lead

ALL succeed!

BRAUN STATION ES

Needs Assessment 2017-2018

Process

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

Day 1, April 3, 2017

Data review using the ATLAS "Looking at Data" protocol from School Reform Initiative. Teacher were divided into ten vertically aligned groups.

Each group was given a folder with the following data:

Current SIP goals/activities, STAAR Campus Performance Chart for math, reading, writing and science, TEA Braun Station 2016 Accountability Summary, Texas Academic Performance Report 2015-16, STAAR Progress Measures for grade 3-5 Reading, Math, Writing, and Science, STAAR Regression Graphs, Elementary CogAT Ranking fall of 2013-15, CDB data for reading, math, writing and science.

First 10 minutes teachers described the data answering, "What do I see?" Facts only

Second 10 minutes the teachers respond to, "What does the data suggest? followed by what assumptions can we make about the students and their learning

Third 10 minutes teachers responded to, "What are the implications of this work for teaching and assessment?"

Teacher groups create a chart listing implications.

Each group shared out about the data after each 10 minute activity.

As an exit activity each teacher had to respond in an index card to the following four questions:

What questions about teaching and assessment did looking at the data raise for you?

Did questions of equity arise?

How can you pursue these questions further?

Are there things you would like to try in your classroom as a result of looking at this data?

Day 2 April 17, 2017

Data review using the ATLAS "Looking at Data" protocol from School Reform Initiative. Teacher were divided into ten vertically aligned groups.

Each group was given a folder with the following data:

All the previous data plus TPRI, IRI Reading Levels Below/Above Grade Level grades K-5, attendance campus comparison, attendance by grade level, Placement/Retention list for 2016-17, Special Ed and sub population data, summary of discipline incidents, Parent School Climate Survey results, CDB data by sub groups. Current IRI data indication the number of students reading below grade level.

First 10 minutes teachers described the data answering, "What do I see?" Facts only

Second 10 minutes the teachers respond to, "What does the data suggest? followed by what assumptions can we make about the students and their learning

Third 10 minutes teachers responded to, "What are the implications of this work for teaching and assessment?"

Teacher groups add to charts listing implications.

Each group shared out about the data after each 10 minute activity.

As an exit activity each teacher had to respond in an index card to the following four questions:

What questions about teaching and assessment did looking at the data raise for you?

Did questions of equity arise?

How can you pursue these questions further?

Are there things you would like to try in your classroom as a result of looking at this data?

Day 3 April 24, 2017

SWOT Analysis

Strengths: Kinder IRI on and above at 95%, Community Activities, After School Enrichment Programs for students, Attendance Exemplary, 4th grade STAAR scores, Top 25% student progress, Exemplary on TELPAS

Weaknesses: High performing students not making a full year's progress, placement and retentions to high, At-risk students(3rd now 4th) only 21% met standard for reading (6 out of 28),below regression line in all grades and subjects except 4th math, low 4th grade writing scores, special education scores are below district, Eco Dis scores are below the district

Opportunities: Drill down into data, After school clubs, Community involvement, utilize staff strengths(acad), STEM Project, Unique atmosphere, Learning Walks, Teacher Flexibility

Threats: Eco Dis growing, Cap and Cluster campus, Availability of tier III interventions, charter school/vouchers, potential sec. 8 house, reading R&P, AI reading levels, staffing cuts, state educational funding, extended families

Day 4 May 15, 2017 Campus teachers are arranged into four groups and participate in 10-5-5 protocol and the two circle protocols followed by the Root Cause Analysis protocol. Teacher reported out on chart paper.

Admin meeting April 28, 2017 admin team realizes that all of the campus concerns can be categorized into groups.

Day 5 May 29 SMART Goals were written for reading writing and math.

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 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>Strengths: Campus has high CoGat Scores STAAR 5th Grade results strong Low retention rate Implemented Writers Workshop Strategies to address weaknesses in math. Eco Dis had gains from 4th to 5th grades Provide ample tutoring Analyzing data and planning instruction around it Many opportunities for intervention Make all possible attempts to reach all children to improve student performance/achievement with minimal staffing and support. Students who have been on campus consecutive years have shown growth overall.</p> <p>Weaknesses/Areas of Need: Even though there is still growth in some areas, we are still struggling to meet the needs of all of our students. Students are not reaching their full potential CoGat vs. STAAR. GT Needs more Hispanic students. Improve inputting eRTI data ant 3.3% is too low. Need to improve Special Ed and Eco Dis to lessen the gap on test scores. Too many students being placed. Increase the number of Level III Advanced on STAAR. Special populations need more attention and focus to help make each child successful.</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.	
<input checked="" type="checkbox"/>	Student attendance
<input checked="" type="checkbox"/>	Discipline
<input checked="" type="checkbox"/>	Grades
<input checked="" type="checkbox"/>	CDBs
<input type="checkbox"/>	Common Assessments
<input type="checkbox"/>	Other

Findings	<p>Strengths: Office referral rate are low. Use Love and Logic. Initialed PBIS Common assessment and CDBs to help drive instruction. Overall student attendance is good</p> <p>Weaknesses: A high number of students with excessive absences. Behavior directly impacts the instruction of not only the child but other kids. Teacher frustration with academics and behavior. Grades don't reflect CDB and STAAR performance.</p>
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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	<p>Strengths:</p> <ul style="list-style-type: none"> Implement Staff Development Collaborative planning Inclusive environment Administration support Specialists: Math and Reading utilized to monitor progress, weekly meetings, review of data Team Leader meetings Campus Leadership Team Decision-making: Principal/VP collaboration.....SAT input, staff input Teacher Input: Admin. Meetings, faculty/staff meetings, personal conferences with Admin. Campus Goals: Developed and established based on data, campus needs, review SIP for follow-through, trends, campus/district initiatives, accelerate and decelerate when necessary, make adjustments Monitor Staff- performance data, failure rates, attendance, discipline, parent concerns, communication, staff development, compliance with policies/Admin. Directives Walk-Throughs-immediate feedback Admin. Reflection/Professional Development <p>Weaknesses</p> <ul style="list-style-type: none"> Layout-Splits grade levels Communication Staff Morale Refresh committee assignments Schedule Changes More people volunteering so there is less for a select group to do. Follow through
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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	ERTI/CHILD Tutoring-STAAR Failures, Budget Allocation Quality Resources/use of monies Collaborative scheduling to maximize time with students Not enough Collaborative planning time
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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.

 Communication Family and community activities Family and community input Family and community services Second language communication Other

Findings	<p>Communication:</p> <ul style="list-style-type: none"> Weekly Newsletters from Teachers Monthly Newsletters from Principal Messenger/Call out Marquee Messages Email Phone Calls Parent Conferences Surveys-after events, end of school <p>Family and Community Activities:</p> <ul style="list-style-type: none"> PTA Meetings Family Nights for Reading, Math, Homework/How to work with students at home Wagon Wheel Movie Night Science Fair Open House Book Fair x2 a year Toddler Time with Librarian Counselor Parent Meetings Love and Logic Meetings Meet the Teacher Night GT Night HEB around the world taste test Missions Baseball Game with Choir SPURS Game Nights UTSA partnership....game winners Spirit Nights....community restaurants NEF 5K Run Bike Rodeo Reflections <p>Family and Community Input:</p> <ul style="list-style-type: none"> Open Session PTA meetings SAT Committee Reading/Math Night Parent Surveys Wagon Wheel Survey <p>Family and Community Services:</p> <ul style="list-style-type: none"> Work with Counselor for outside Resources Work with Counselor for on campus small groups, guidance Partnerships with local businesses: Junior Achievement, local universities, HEB, OASIS
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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 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		
<table border="1"> <tr> <td style="width: 10%;">Findings</td> <td> <p>Strengths:</p> <p>We provide numerous activities that encourage students to attend school and feel connected with the school community.</p> <p>We offer a wide variety of activities and incentives to encourage academic growth and enrichment.</p> <p>Provide different activities that allow students to succeed at different levels of ability.</p> <p>This year changes that were made had a positive effect on student, parent, and teacher involvement.</p> <p>There is a good push for activities for Grades 3-5, but not clubs for K-2.</p> <p>There is a strong support for traditions that parents expect on campus and strong core of volunteers.</p> <p>We offer multiple and varied activities that promote student success.</p> <p>We have a multitude of opportunities for students to shine and be involved with the school and one another.</p> <p>Weaknesses:</p> <p>We need a larger number of parent/teacher participants for the varied activities at our campus.</p> <p>Communicating with families regarding options and encouraging them to participate and take advantage of resources.</p> <p>Establish a way to gather more feedback to improve big events if necessary.</p> <p>The accountability and motivation surrounding the campus wide reading incentive is lacking.</p> <p>We need equal support for subject awards/programs.</p> <p>The same group of people always volunteer for events. There needs to be more advanced notice for upcoming events. (better planning and communication) Too many things done at the last minute on campus such as notices sent out. Teachers feel out of the loop. There is not enough teacher support.</p> <p>No vertical alignment meetings.</p> <p>Survey parent who do not attend school functions and find out why and where we can improve.</p> <p>Videotaping teachers during Math/Reading nights so parents can access videos at a later time.</p> <p>Website Design needs to be more parent friendly.</p> <p>Decline in parent involvement for Wagon Wheel Day and Room parents, etc.</p> <p>PAL Program with list of teacher needs and opportunities to help should be available on our webpage and perhaps included in the Principal's Pen</p> </td> </tr> </table>	Findings	<p>Strengths:</p> <p>We provide numerous activities that encourage students to attend school and feel connected with the school community.</p> <p>We offer a wide variety of activities and incentives to encourage academic growth and enrichment.</p> <p>Provide different activities that allow students to succeed at different levels of ability.</p> <p>This year changes that were made had a positive effect on student, parent, and teacher involvement.</p> <p>There is a good push for activities for Grades 3-5, but not clubs for K-2.</p> <p>There is a strong support for traditions that parents expect on campus and strong core of volunteers.</p> <p>We offer multiple and varied activities that promote student success.</p> <p>We have a multitude of opportunities for students to shine and be involved with the school and one another.</p> <p>Weaknesses:</p> <p>We need a larger number of parent/teacher participants for the varied activities at our campus.</p> <p>Communicating with families regarding options and encouraging them to participate and take advantage of resources.</p> <p>Establish a way to gather more feedback to improve big events if necessary.</p> <p>The accountability and motivation surrounding the campus wide reading incentive is lacking.</p> <p>We need equal support for subject awards/programs.</p> <p>The same group of people always volunteer for events. There needs to be more advanced notice for upcoming events. (better planning and communication) Too many things done at the last minute on campus such as notices sent out. Teachers feel out of the loop. There is not enough teacher support.</p> <p>No vertical alignment meetings.</p> <p>Survey parent who do not attend school functions and find out why and where we can improve.</p> <p>Videotaping teachers during Math/Reading nights so parents can access videos at a later time.</p> <p>Website Design needs to be more parent friendly.</p> <p>Decline in parent involvement for Wagon Wheel Day and Room parents, etc.</p> <p>PAL Program with list of teacher needs and opportunities to help should be available on our webpage and perhaps included in the Principal's Pen</p>
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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 type="checkbox"/> Teacher attendance
<input checked="" type="checkbox"/> Teacher experience and years on campus
<input type="checkbox"/> Class size
<input 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

Other

Findings

Hire Quality Personnel
Monitor Teacher Attendance...communicate Superintendents message, Campus Expectations
Staff Memo for Exceeding absences at 10.5
Walk-Throughs
PDAS
Staff development hours/expectations
Re-Align grade levels based on campus/grade level needs
Monitor Benchmarks
Monitor Failure Rates
Monitor Grade Books
Read Report Cards for professional comments and accurate completion
Follow-Through/Compliance with Admin. Directives
Campus Initiatives/Expectations-visible in the classroom
STAAR Results
RTI data
Parent feedback

Priority Needs

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

Priority Need 1

Mathematics

Big Idea Statement: Overall, the data at our campus does not reflect the abilities of our students nor does it show our student's fullest potential.

- Lower performing than other campuses like Braun Station Elementary
- Although we are above the district on benchmark tests, we were below the regression line on STAAR (with the exception of 4th grade Math)
- Below the district on Regression Lines
- Overall scoring above district for CDBS but special populations tend to fall below average
- Our COGAT scores historically are much higher than the district so our students do have potential to grow yet the scores do not reflect that

Big Idea Statement: All Special populations not meeting their potential.

Eco Dis

- Typically scoring below the line on pass/eco dis chart

At-Risk

- 3rd Gr. Reading (current 4th) 6/28 met standard
- Did not achieve performance expected

Special Education students

- Scores were lower than the district in some areas
- A concern across the board
- Improved in STAAR Progress Measure

GT

- Not scoring in advanced range
- Not meet Progress Measure
- How to enrich higher performing students?
- Do we have enough support & opportunities for growth and extension to continue to be on/above grade level

CSF 1 Academic Performance
CSF 2 Use of Quality Data to Drive Instruction
CSF 3 Leadership Effectiveness
CSF 4 Increased Learning Time
CSF 5 Family and Community Engagement
CSF 6 School Climate
CSF 7 Teacher Quality

Priority Need 2

Reading
Big Idea Statement: Overall, the data at our campus does not reflect the abilities of our students nor does it show our student's fullest potential.

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- Although we are above the district on benchmark tests, we were below the regression line on STAAR (with the exception of 4th grade Math)
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CSF 1 Academic Performance
CSF 2 Use of Quality Data to Drive Instruction
CSF 3 Leadership Effectiveness
CSF 4 Increased Learning Time
CSF 5 Family and Community Engagement
CSF 6 School Climate
CSF 7 Teacher Quality

Priority Need 3

Writing

Big Idea Statement: Overall, the data at our campus does not reflect the abilities of our students nor does it show our student's fullest potential.

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CSF 1 Academic Performance

CSF 2 Use of Quality Data to Drive Instruction

CSF 3 Leadership Effectiveness

CSF 4 Increased Learning Time

CSF 5 Family and Community Engagement

CSF 6 School Climate

CSF 7 Teacher Quality

Campus: BRAUN STATION ES

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 05/25/2017

SAT Member	Name	Signature
Principal	Jack Funkhouser	
Parent Community Representative	Rene Beltran	
Staff Representative	Samantha Rodriguez	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Jack Funkhouser	Principal
Karen Littlewood	Administrator
Heidi Christensen	Staff Member
Sarah Olvera	Staff Member
Samantha Rodriguez	Staff Member
Whitney Wallock	Staff Member
Robert Klekar	Staff Member
Gregg Thomas	Parent
Ofelia Bairnfather	Parent
Sharidlyn Gaenzel	Parent
Pamela Nawaz	Parent
Olivia Ponton	Parent
Leslie Sullivan	Parent
Rene Beltran	Parent
Rose Morgan	Business Representative
Bette Richards	Community Member
Linda Hockett	Central Office Representative

CAMPUS: BRAUN STATION 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		Welcome back, Data Day, PM Rotations with instructional specialists: Reading, Math, Science, and Social Studies	Instruction	Teachers	All students	Local	6
08/22/2017	08/24/2017	Campus Handbook and Campus Expectations	Instruction	Teachers	All students	Local	6
08/23/2017	08/25/2017	Crisis Plan, T-TESS, 504	Instruction	Teachers	All students	Local	6
10/09/2017		eRTI, Depth and Complexity, Vertical Planning	Instruction	Teachers	All students	Local	6
11/20/2017	08/15/2017	Read Aloud/Guided Reading K-2 and 3-5, Writer's Workshop Mini Lessons, Science Interactive/Word Work, Math- Differentiated Math Stations w/data K-2 and 3-5, Math-High Yield Routines, Behavior Support, Love and Logic, PLCs/Team Planning	Instruction	Teachers	All students	Local	6
11/21/2017		Teacher Choice	Instruction	Teacher	All student	Local	6

02/19/2018		eRtl with built in team building and Vertical Planning	Instruction	Teachers	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	75%	45%	90%	74%	76%	77%	53%	33%	86%
African-American	56%	33%	N/A	62%	72%	57%	29%	0%	N/A
Hispanic	71%	40%	85%	70%	74%	72%	48%	26%	85%
White	86%	58%	95%	84%	86%	87%	66%	47%	90%
Economically Disadvantaged	60%	33%	75%	66%	68%	64%	38%	21%	71%
Special Education	33%	14%	75%	44%	48%	30%	12%	5%	52%
At-Risk	53%	16%	75%	58%	58%	48%	17%	4%	56%
Limited English Proficient	50%	13%	N/A	62%	63%	60%	40%	20%	N/A
Asian	0%	0%	N/A	89%	78%	0%	0%	0%	N/A
American Indian	100%	0%	N/A	73%	58%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	71%	N/A	N/A	N/A	N/A
Two or More	78%	44%	N/A	80%	87%	83%	33%	33%	N/A

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	60%	27%	85%	64%	62%	64%	39%	9%	74%
African-American	100%	100%	N/A	53%	56%	67%	0%	0%	N/A
Hispanic	52%	22%	80%	60%	59%	63%	34%	7%	70%
White	77%	33%	90%	72%	73%	72%	55%	14%	76%
Economically Disadvantaged	39%	6%	65%	56%	52%	47%	31%	3%	47%

Special Education	13%	13%	60%	33%	32%	38%	15%	0%	25%
At-Risk	22%	6%	60%	44%	37%	28%	3%	0%	45%
Limited English Proficient	67%	0%	N/A	54%	49%	33%	0%	0%	N/A
Asian	0%	0%	N/A	85%	72%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	N/A	61%	71%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	67%	50%	N/A	N/A	N/A	N/A
Two or More	75%	50%	80%	70%	76%	0%	0%	0%	N/A

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	Approaches Standard	Approaches Standard	
All Students	81%	49%	92%	79%	80%	82%	57%	33%	86%
African-American	56%	22%	75%	66%	72%	57%	43%	0%	N/A
Hispanic	79%	44%	85%	77%	78%	77%	50%	26%	82%
White	89%	65%	93%	87%	88%	91%	70%	47%	91%
Economically Disadvantaged	70%	38%	80%	73%	73%	64%	40%	19%	61%
Special Education	40%	19%	60%	53%	56%	51%	21%	5%	44%
At-Risk	60%	19%	75%	67%	65%	59%	26%	8%	55%
Limited English Proficient	38%	13%	60%	73%	72%	40%	40%	40%	N/A
Asian	50%	0%	50%	94%	86%	100%	100%	100%	N/A
American Indian	100%	0%	100%	78%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	80%	78%	N/A	N/A	N/A	N/A
Two or More	78%	33%	85%	82%	89%	100%	33%	33%	N/A

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	Approaches Standard	Approaches Standard	

All Students	68%	30%	85%	73%	76%	71%	41%	14%	81%
African-American	75%	50%	N/A	59%	68%	50%	0%	0%	N/A
Hispanic	62%	21%	75%	68%	73%	69%	35%	11%	70%
White	81%	52%	85%	84%	87%	77%	55%	23%	80%
Economically Disadvantaged	63%	26%	75%	65%	67%	50%	22%	8%	73%
Special Education	31%	31%	60%	44%	46%	37%	11%	5%	40%
At-Risk	53%	12%	60%	56%	59%	46%	16%	6%	59%
Limited English Proficient	0%	0%	N/A	57%	58%	100%	0%	0%	67%
Asian	N/A	N/A	N/A	89%	75%	100%	0%	0%	N/A
American Indian	100%	0%	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	67%	33%	85%	81%	86%	50%	50%	0%	N/A

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	96.2%	97%
African-American	95.4%	95.8%	95.8%	97%
Hispanic	95.6%	95%	96%	97%
White	96%	95.8%	96.6%	97%
Economically Disadvantaged	95.4%	94.4%	94.8%	97%
Special Education	94.5%	93.9%	95.1%	97%
Limited English Proficient	96.4%	95.8%	97.5%	97%
Asian	97.8%	96.8%	96.3%	97%
American Indian	95.3%	95.2%	96.8%	97%
Hawaiian Pacific Islander	95.5%	96.1%	95.5%	97%
Two or More	95.9%	96%	95.6%	97%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	0.2%	0.5%
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17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need :

Mathematics

Big Idea Statement: Overall, the data at our campus does not reflect the abilities of our students nor does it show our student's fullest potential.

- Lower performing than other campuses like Braun Station Elementary
- Although we are above the district on benchmark tests, we were below the regression line on STAAR (with the exception of 4th grade Math)
- Below the district on Regression Lines
- Overall scoring above district for CDBS but special populations tend to fall below average
- Our COGAT scores historically are much higher than the district so our students do have potential to grow yet the scores do not reflect that

Big Idea Statement: All Special populations not meeting their potential.

Eco Dis

- Typically scoring below the line on pass/eco dis chart

At-Risk

- 3rd Gr. Reading (current 4th) 6/28 met standard
- Did not achieve performance expected

Special Education students

- Scores were lower than the district in some areas
- A concern across the board
- Improved in STAAR Progress Measure

GT

- Not scoring in advanced range
- Not meet Progress Measure
- How to enrich higher performing students?
- Do we have enough support & opportunities for growth and extension to continue to be on/above grade level

Goal :

System SafeGuard: Each grade level will have 88% of all students master unit Math TEKS at 70% and will close the gap by at least 27% for special populations.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis
Funding Needed	
Timeline for Implementation	The course of the school year.

November Progress Check

Kinder - Currently, taking into account 3 CFA's on current TEKs, 92% of all Kinder students mastered current TEKs.

Economically Disadvantaged Sub-Population: Currently, 87% of these students are mastering current TEKs.

1st - According to the baseline data collected using the Pearson Placement Test, 73% of all 1st grade students scored 70% or above on the following concepts including: add, subtract, identify coins, identify shapes, read a graph, match pictures to a number sentence, count items, sort items, order numbers, skip count, estimate time and weight. Currently, taking into account only 1 CFA on current TEKs, 54% of all 1st grade students scored 70% or above.

Economically Disadvantaged Sub-Population: According to the baseline data collected, 54% of these students scored 70% or above. Currently, 23% of these students are scoring 70% or above on current grade level TEKs.

Special Education Population: According to the baseline collected from the Pearson Placement Test, 40% of our 1st grade students scored 70% or above. Currently, taking into account 1 CFA, 18% of these students are scoring 70% or above on current grade level TEKs.

2nd - According to the baseline data collected using the Braun Station Universal Screener, 41% of all 2nd grade students scored 70% or above on the 1st grade TEKs. Currently, taking into account 3 CFA's on current TEKs, 70% of all 2nd grade students scored 70% or above.

Economically Disadvantaged Sub-Population: According to the baseline data collected, 31% of these students scored 70% or above. Currently, 52% of these students are scoring 70% or above on current grade level TEKs.

Special Education Population: According to the baseline collected from the Universal Screener, 17% of our 2nd grade students scored 70% or above on 1st grade TEKs. Currently, taking into account 3 CFA's, 49% of these students are scoring 70% or above on current grade level TEKs.

3rd - According to the baseline data collected using the NISD Universal Screener, 57% of all 3rd grade students scored 70% or above on the 2nd grade TEKs. Currently, taking into account 5 CFA's and 1 Summative Assessment, 40% of all 3rd grade students scored 70% or above.

Economically Disadvantaged Sub-Population: According to the baseline data collected, 52% of these students scored 70% or above. Currently, 35% of these students are scoring 70% or above on current grade level TEKs.

Special Education Population: According to the baseline data collected from the Universal Screener, 25% of our 3rd grade special education students scored 70% or above on the 2nd grade TEKs. Currently, taking into account 5 CFA's and 1 Summative Assessment, 37% of these students are scoring 70% or above on current grade level TEKs.

4th - According to the baseline data collected using the NISD Universal Screener, 40% of all 4th grade students scored 70% or above on the 3rd grade TEKs. Currently, taking into account 6 CFA's on current TEKs, 52% of all 4th grade students scored 70% or above.

Economically Disadvantaged Sub-Population: According to the baseline data collected, 23% of all these students scored 70% or above. Currently, 51% of these students are scoring 70% or above on current grade level TEKS.

Special Education Population: According to the baseline data collected from the Universal Screener, 9% of our 4th grade special education students scored 70% or above on the 3rd grade TEKS. Currently, taking into account 6 CFA's, 30% of these students are scoring 70% or above on current grade level TEKS.

5th - According to the baseline data collected using the NISD Universal Screener, 61% of all 5th grade students scored 70% or above on the 4th grade TEKS. Currently, taking into account 5 CFA's on current TEKS, 70% of all 5th grade students scored 70% or above.

Economically Disadvantaged Sub-Population: According to the baseline data collected, 46% of all these students scored 70% or above. Currently, 69% of these students are scoring 70% or above on current grade level TEKS.

Special Education Population: According to the baseline data collected from the Universal Screener, 30% of our 5th grade special education students scored 70% or above on the 4th grade TEKS. Currently, taking into account 5 CFA's, 35% of these students are scoring 70% or above on current grade level TEKS.

March Progress Check

2nd 9 Week Period - Math Goal Monitoring:

Kinder - The only data that I have is Geometry and Measurement, TEKS 6.A-D. It shows that 96% of all students have mastered these TEKS.

Economically Disadvantaged Sub-Population:

1st - According to the 1st 9 week period, 54% of all students scored 70% or above on current grade level TEKS. Currently, taking into account CFA 4, 5, and a summative assessment on addition and subtraction to 20, 85% of all 1st grade students scored 70% or above.

31% growth with all students.

Economically Disadvantaged Sub-Population: According to the 1st 9 week period, 23% of these students were scoring 70% or above on current grade level TEKS. Currently, taking into account CFA 4, 5, and a summative assessment on addition and subtraction to 20, 72% of these students scored 70% or above.

49% growth with economically disadvantaged students.

Special Education Population: According to the 1st 9 week period, 18% of special education students scored 70% or above on current grade level TEKS. Currently, taking into account CFA 4, 5, and a summative assessment on addition and subtraction to 20, 70% of 1st grade special education students scored 70% or above. 52% growth with special education students.

2nd - According to the 1st 9 week period, 70% of all 2nd grade students scored 70% or above on current grade level TEKS. Currently, taking into account CFA 4, 5, 6 and the place value summative assessment, 80% of all 2nd grade students scored 70% or above.

10% growth with all students.

Economically Disadvantaged Sub-Population: According to the 1st 9 week period, 52% of these students are scoring 70% or above on current grade level TEKS. Currently, taking into account CFA 4, 5, 6 and the place value summative assessment, 59% of these students scored 70% or above.

7% growth with economically disadvantaged students.

Special Education Population: According to the 1st 9 week period, 49% of 2nd grade special education students scored 70% or above on current grade level TEKS. Currently, taking into account CFA 4, 5, 6 and the place value summative assessment, 45% of 2nd grade special education students scored 70% or above. 4% decline with special education students.

3rd - According to the 1st 9 week period, 40% of all 3rd grade students scored 70% or above on current grade level TEKS. Currently, taking into account CFA 3.5D, 75% of all 3rd grade students scored 70% or above.

35% growth with all students.

Economically Disadvantaged Sub-Population: According to the 1st 9 week period, 35% of these students are scoring 70% or above on current grade level TEKS. Currently, taking into account CFA 3.5D, 71% of these students are scoring 70% or

above.
36% growth with economically disadvantaged students.

Special Education Population: According to the 1st 9 week period, 37% of special education students are scoring 70% or above on current grade level TEKS. Currently, taking into account CFA 3.5D, 62% of these students are scoring 70% or above. 25% growth with special education students.

4th - According to the 1st 9 week period, 52% of all 4th grade students scored 70% or above on current grade level TEKS. Currently, taking into account CFA 3, 4, and the district benchmark, 48% of all 4th grade students scored 70% or above. 4% decline with all students.

Economically Disadvantaged Sub-Population: According to the 1st 9 week period, 51% of these students are scoring 70% or above on current grade level TEKS. Currently, taking into account CFA 3, 4, and the district benchmark, 40% of these students scored 70% or above. 9% decline with economically disadvantaged students.

Special Education Population: According to the 1st 9 week period, 30% of special education students are scoring 70% or above on current grade level TEKS. Currently, taking into account CFA 3, 4, and the district benchmark, 22% of these students scored 70% or above. 8% decline with special education students.

5th - According to the 1st 9 week period, 70% of all 5th grade students scored 70% or above on current grade level TEKS. Currently, taking into account 2 CFAs, 2 Summative assessments, and 1 District Benchmark, 58% of all 5th grade students scored 70% or above. 12% decline with all students

Economically Disadvantaged Sub-Population: According to the 1st 9 week period, 69% of these students are scoring 70% or above on current grade level TEKS. Currently, taking into account 2 CFAs, 2 Summative assessments, and 1 District Benchmark, 50% of these students scored 70% or above. 19% decline with economically disadvantaged students

Special Education Population: According to the 1st 9 week period, 35% of these students are scoring 70% or above on current grade level TEKS. Currently, taking into account

June Progress Check	<p>Kinder - No data entered</p> <p>Economically Disadvantaged Sub-Population:</p> <p>Kinder Special Education Population: No data entered*</p> <p>1st - According to the 3rd 9 week period, 89% of all students scored 70% or above on current grade level TEKs. Currently, taking into account 2 CFAs that covered 1.6D/E/G/H and 3 summatives that covered geometry with fractions, time and measurement, and data analysis, 95% of all 1st grade students scored 70% or above. 6% growth with all students.</p> <p>Economically Disadvantaged Sub-Population: According to the 3rd 9 week period, 81% of these students were scoring 70% or above on current grade level TEKs. Currently, taking into account 2 CFAs that covered 1.6D/E/G/H and 3 summatives that covered geometry with fractions, time and measurement, and data analysis, 92% of these students scored 70% or above. 11% growth with economically disadvantaged students.</p> <p>1st grade Special Education Population: According to the 3rd 9 week period, 66% of special education students scored 70% or above on current grade level TEKs. Currently, taking into account 2 CFAs that covered 1.6D/E/G/H and 3 summatives that covered geometry with fractions, time and measurement, and data analysis, 79% of 1st grade special education students scored 70% or above. 13% growth with special education students</p> <p>2nd - According to the 3rd 9 week period, 77% of all 2nd grade students scored 70% or above on current grade level TEKs. Currently, taking into account 1 CFA which covered time and measurement and 2 summatives that covered fractions and geometry and multiplication and division, 93% of all 2nd grade students scored 70% or above. 26% growth with all students.</p> <p>Economically Disadvantaged Sub-Population: According to the 3rd 9 week period, 70% of these students are scoring 70% or above on current grade level TEKs. Currently, taking into account 1 CFA which covered time and measurement and 2 summatives that covered fractions and geometry and multiplication and division, 87% of these students scored 70% or above. 17% growth with economically disadvantaged students.</p> <p>2nd grade Special Education Population: According to the 3rd 9 week period, 58% of 2nd grade special education students scored 70% or above on current grade level TEKs. Currently, taking into account 1 CFA which covered time and measurement and 2 summatives that covered fractions and geometry and multiplication and division, 86% of 2nd grade special education students scored 70% or above. 28% growth with special education students.</p> <p>3rd - No CFAs or summatives were given during this time period.</p>
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	<p>4th - According to the 3rd 9 week period, 65% of all 4th grade students scored 70% or above on current grade level TEKS. Currently, taking into account only 2 CFAs that covered lines and angles and stem and leaf, dot plots, and frequency tables, 71% of all 4th grade students scored 70% or above. 6% growth with all students.</p> <p>Economically Disadvantaged Sub-Population: According to the 3rd 9 week period, 56% of these students are scoring 70% or above on current grade level TEKS. Currently, taking into account only 2 CFAs that covered lines and angles and stem and leaf, dot plots, and frequency tables, 57% of these students scored 70% or above. 1% growth with economically disadvantaged students.</p> <p>4TH Grade Special Education Population: According to the 3rd 9 week period, 46% of special education students are scoring 70% or above on current grade level TEKS. Currently, taking into account only 2 CFAs that covered lines and angles and stem and leaf, dot plots, and frequency tables, 55% of these students scored 70% or above. 9% growth with special education students.</p> <p>5th - No data entered</p>
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Activity 1

Activity	Teachers will use formative assessments to formulate guided math, writing, science and reading groups and provide meaningful enrichment activities for individual students, utilizing Depth and Complexity, quality questioning, technology applications, TEKS based curriculum to enhance rigor across curricular content areas.
Person Responsible	Classroom teachers and administration
Monitoring Measures	teachers will maintain documentation. Administration will check quarterly
Title 1 Fund	
Title 1 Campuses	
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 2

Activity	System Safe Guard: Weekly Team planning, Monthly Specialist meetings, meet quarterly to assess student needs by reviewing data using varied assessments such as IRI, TPRI, common assessments, pre & post tests, CDBs, STAAR data, and with a focus on eco dis Science.
Person Responsible	Classroom Teachers, support specialist
Monitoring Measures	Teachers will maintain documentation on Google Drive to include data collected from CDBs, reading inventories and common formative assessments.
Title 1 Fund	
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 3

Activity	Monthly teachers will participate in Instructional Rounds. They will gather data that will be used to guide campus planning and improvement.
Person Responsible	Campus administration
Monitoring Measures	Data collection from participating in the rounds.
Title 1 Fund	
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	
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Activity 4

Activity	Kinder through 5th grade students will demonstrate knowledge of grade level math TEKS utilizing pretests, checkpoints/formative/common assessments and post tests. Teacher will establish a baseline by September 17 utilizing in K,1 checklist, 2nd BSE made screener, 3-5 universal screener.
Person Responsible	Classroom teacher, support teachers, and special ed teachers.
Monitoring Measures	Quarterly progress monitoring
Title 1 Fund	
Title 1 Campuses	
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 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 :

Reading
 Big Idea Statement: Overall, the data at our campus does not reflect the abilities of our students nor does it show our student's fullest potential.

- Lower performing than other campuses like Braun Station Elementary
- Although we are above the district on benchmark tests, we were below the regression line on STAAR (with the exception of 4th grade Math)
- Below the district on Regression Lines
- Overall scoring above district for CDBS but special populations tend to fall below average
- Our COGAT scores historically are much higher than the district so our students do have potential to grow yet the scores do not reflect that

Big Idea Statement: All Special populations not meeting their potential.

Eco Dis

- Typically scoring below the line on pass/eco dis chart

At-Risk

- 3rd Gr. Reading (current 4th) 6/28 met standard
- Did not achieve performance expected

Special Education students

- Scores were lower than the district in some areas
- A concern across the board
- Improved in STAAR Progress Measure

GT

- Not scoring in advanced range
- Not meet Progress Measure
- How to enrich higher performing students?
- Do we have enough support & opportunities for growth and extension to continue to be on/above grade level

Goal :

System SafeGuard: Each grade level will have 90% of all students attain at least one year of growth in reading and will close the gap by at least 30% for special populations.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis
Funding Needed	
Timeline for Implementation	The course of the school year.

November Progress Check

Reading Goal Monitoring

K-

1st- The IRI data for the end of kinder is

Out of the 64 students tested:

50% of all students are reading on or above level, 33% of the Spec Ed population is on or above level, and 66% of the EcoDis is on or above level. Which means 50% of all students are reading below level. 66% of the Spec Ed population is reading below level and 33% of the Eco Dis population is reading below level.

The IRI data for the end of the 1st 9 weeks is:

Out of the 75 students tested

72% of all students are reading on level or above, 20% of Spec Ed population is on level or above, 50% of Eco Dis is on level or above. Which means 28% of all students are reading below level, 80% of Spec Ed is reading below level, and 50% of Eco Dis is reading below level.

2nd- The IRI data for the beginning of the year is:

Out of the 80 students tested

79% of all students are reading on level or above, 40% of the Spec Ed population is on level or above, 67% of Eco Dis is on level or above. Which means 21% of all students are reading below level, 60% of Spec Ed is reading below level, and 33% of Eco Dis is reading below level.

The IRI data for the end of the 1st 9 weeks is:

Out of 80 students tested

78% of all students are reading on level or above, 36% of the Spec Ed population is on level or above, 56% of Eco Dis is on level or above. Which means 22% of all students are reading below level, 64% of Spec Ed is reading below level and 44% of Eco Dis is reading below level.

3rd- The IRI data for the beginning of the year is:

Out of the 84 students tested:

75% of all students are reading on or above above level, 45% of the Spec Ed population is on or above level, and 62% of the EcoDis population is on or above level. Which means...

25% of all students are reading below level. 55% of the Spec Ed population is reading below level, and 38% of the EcoDis population is reading below level.

At the end of the 1st nine weeks:

Out of the 84 students:

80% of all students are reading on or above above level, 45% of the Spec Ed population is on or above level, and 62% of the EcoDis population is on or above level. Which means...

20% of all students are reading below level. 55% of the Spec Ed population is reading below level, and 38% of the EcoDis population is reading below level.

4th- The IRI data for the beginning of the year is:
Out of the 82 students tested
72% are reading on or above level, 10% of Spec Ed population is on or above level, 45% of Eco Dis is on or above level.
Which means 28% of all students are reading below level, 90% of Spec Ed population is reading below level and 55% of
Eco Dis population is reading below level.

5th-The IRI data for the beginning of the year is:
Out of the 85 students tested
82% of all students are reading on or above level, 22% of the Spec Ed population is on or above level, 65% of the ECO Dis
is on or above level. Which means 18% of all students are reading below level, 78% of the Spec Ed population is reading
below level and 35% of the Eco Dis population is reading below level.

March Progress Check

Reading Goal Monitoring 2nd 9 weeks

Kinder-Reading IRI Levels for the 2nd 9 weeks.

Out of the 75 students tested

88% of all students are reading on a level A or above and 85% of Eco Dis are on level or above.

Special Education Population:According to TPRI data from 1st nine week period 28% of our special education students were developed. Currently, based on IRI reading levels 67% of special education students are reading on level or above. (Not including AI students)

According to IRI data in the 1st nine weeks 72% of all students were reading on level or above. Currently 80% of all students are reading on level or above.

8% growth in all students

Economically Disadvantaged Sub- Population:

According to IRI data in the 1st nine weeks 50% of these students were reading on level or above. Currently 50% of these students are reading on level or above.

0% growth in these students

Special Education Population: According IRI data from 1st nine weeks, 20% of our special education students were reading on level or above. Currently, 36% of students are reading on level or above.16% growth with special education students.

2nd- The IRI data

According to IRI data in the 1st nine weeks 78% of all students were reading on level or above. Currently 66% of all students are reading on level or above.

12% decline in all students

Economically Disadvantaged Sub- Population:

According to IRI data in the 1st nine weeks 56% of these students were reading on level or above. Currently 57% of these students are reading on level or above.

1% growth in these students

Special Education Population:According IRI data from 1st nine weeks, 36% of our special education students were reading on level or above. Currently, 27% of students are reading on level or above.9% decline with special education students.

3rd- The IRI data

According to IRI data in the 1st nine weeks 80% of all students were reading on level or above. Currently 84% of all students are reading on level or above.

4% growth in all students

Economically Disadvantaged Sub- Population:

According to IRI data in the 1st nine weeks 62% of these students were reading on level or above. Currently 70% of these

students are reading on level or above.
8% growth in these students

Special Education Population:According IRI data from 1st nine weeks, 45% of our special education students were reading on level or above. Currently, 53% of students are reading on level or above.8% growth with special education students.

4th- The IRI data:

According to IRI data in the 1st nine weeks 72% of all students were reading on level or above. Currently 73% of all students are reading on level or above.
1% growth in all students

Economically Disadvantaged Sub- Population:

According to IRI data in the 1st nine weeks 45% of these students were reading on level or above. Currently 47% of these students are reading on level or above.
2% growth in these students

Special Education Population:According IRI data from 1st nine weeks, 10% of our special education students were reading on level or above. Currently, 18% of students are reading on level or above.8% growth with special education students.

5th-The IRI data

According to IRI data in the 1st nine weeks 82% of all students were reading on level or above. Currently 73% of all students are reading on level or above.
9% decline in all students

Economically Disadvantaged Sub- Population:

According to IRI data in the 1st nine weeks 65% of these students were reading on level or above. Currently 58% of these students are reading on level or above.
7% decline in these students

Special Education Population:According IRI data from 1st nine weeks, 22% of our special education students were reading on level or above. Currently, 10% of students are reading on level or above. (40% of special education students are reading one level (S) below. 20% growth since 1st nine weeks)12% decline with special education students.

Poetry CFA

Out of the 85 students

49% of all students scored a 72% or above, 46% of Eco Dis scored a 72% or above.

5th grade Special Education Population: According IRI data from 1st nine weeks, 22% of our special education students were reading on level or above. Currently, 10% of students are reading on level or above. (40% of special education students are reading one level (S) below. 20% growth since 1st nine weeks)
12% decline with special education students.

June Progress Check	<p>K-The IRI data According to IRI data in the 2nd nine weeks 88% of all students were reading on an A or above. Currently in the 4th nine weeks 91% are reading at a B or above. 3% increase in all students</p> <p>Economically Disadvantaged Sub- Population: According to IRI data in the 2nd nine weeks 83% of these students were reading on level or above. Currently in the 4th nine weeks 73% are reading at a B or above. 10% decrease in all students</p> <p>Kinder Special Education Population According IRI data from 2nd nine weeks, 67% of our special education students were reading on level or above. Currently, 83% of students are reading on level or above. 16% growth with special education students</p> <p>1st- The IRI data; According to IRI data in the 3rd nine weeks 80% of all students were reading on level or above. Currently 79% of all students are reading on level or above. 1% decrease in all students</p> <p>Economically Disadvantaged Sub- Population: According to IRI data in the 3rd nine weeks 70% of these students were reading on level or above. Currently 68% of these students are reading on level or above. 2% decrease in these students</p> <p>1st grade Special Education Population According IRI data from 3rd nine weeks, 44% of our special education students were reading on level or above. Currently, 33% of students are reading on level or above. 11% decline with special education students</p> <p>2nd- The IRI data According to IRI data in the 3rd nine weeks 76% of all students were reading on level or above. Currently 71% of all students are reading on level or above. 5% decline in all students</p> <p>Economically Disadvantaged Sub- Population: According to IRI data in the 3rd nine weeks 69% of these students were reading on level or above. Currently 75% of these students are reading on level or above. 6% growth in these students</p> <p>2nd grade Special Education Population</p>
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According IRI data from 3rd nine weeks, 36% of our special education students were reading on level or above. Currently, 25% of students are reading on level or above.
11% decline with special education students

3rd- The IRI data

According to IRI data in the 3rd nine weeks 85% of all students were reading on level or above. Currently 84% of all students are reading on level or above.

1% decline in all students

95% of all students made a year's growth

Economically Disadvantaged Sub- Population:

According to IRI data in the 3rd nine weeks 69% of these students were reading on level or above. Currently 69% of these students are reading on level or above.

0% growth in these students

3rd Special Education Population:

According IRI data from 3rd nine weeks, 44% of our special education students were reading on level or above. Currently, 50% of students are reading on level or above.

6% growth with special education students

4th- The IRI data:

According to IRI data in the 3rd nine weeks 74% of all students were reading on level or above. Currently 68% of all students are reading on level or above.

6% decline in all students

Economically Disadvantaged Sub- Population:

According to IRI data in the 3rd nine weeks 54% of these students were reading on level or above. Currently 44 % of these students are reading on level or above.

10% decline in these students

4th grade Special Education Population:

According IRI data from 3rd nine weeks, 8% of our special education students were reading on level or above. Currently, 8% of students are reading on level or above.

0% growth with special education students

5th-The IRI data

According to IRI data in the 3rd nine weeks 68% of all students were reading on level or above. Currently 74% of all students are reading on level or above.

6% growth in all students

Economically Disadvantaged Sub- Population:

According to IRI data in the 3rd nine weeks 52% of these students were reading on level or above. Currently 63% of these

	<p>students are reading on level or above. 11% growth in these students</p> <p>5th grade Special Education Population: According IRI data from 3rd nine weeks, 25% of our special education students were reading on level or above. Currently, 50% of students are reading on level or above. 25% growth with special education students</p>
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Activity 1

Activity	Teachers will use formative assessments to formulate guided math, writing, science and reading groups and provide meaningful enrichment activities for individual students, utilizing Depth and Complexity, quality questioning, technology applications, TEKS based curriculum to enhance rigor across curricular content areas.
Person Responsible	Classroom teachers and administration
Monitoring Measures	Teachers will maintain documentation on Google Drive to include data collected from CDBs, reading inventories and common formative assessments.
Title 1 Fund	
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	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	Weekly Team planning, Monthly Specialist meetings, meet quarterly to assess student needs by reviewing data using varied assessments such as IRI, TPRI, common assessments, pre & post tests, CDBs, STAAR data, and with a focus on eco dis Science.

Person Responsible	Classroom Teachers, support specialist
Monitoring Measures	Teachers will maintain documentation on Google Drive to include data collected from CDBs, reading inventories and common formative assessments.
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	

Activity 3

Activity	Kinder through 5th grade students will demonstrate knowledge of grade level reading TEKS utilizing IRIs, TPRI, STAAR data, CDBs, formative/common assessments, running records and sight words. Teacher will establish a baseline in September utilizing Reading levels(F7P).
Person Responsible	Classroom teachers, support specialist, and special ed. teachers
Monitoring Measures	Quarterly progress checks
Title 1 Fund	
Title 1 Campuses	
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	
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 :

Writing

Big Idea Statement: Overall, the data at our campus does not reflect the abilities of our students nor does it show our student's fullest potential.

- Lower performing than other campuses like Braun Station Elementary
- Although we are above the district on benchmark tests, we were below the regression line on STAAR (with the exception of 4th grade Math)
- Below the district on Regression Lines
- Overall scoring above district for CDBS but special populations tend to fall below average
- Our COGAT scores historically are much higher than the district so our students do have potential to grow yet the scores do not reflect that

Big Idea Statement: All Special populations not meeting their potential.

Eco Dis

- Typically scoring below the line on pass/eco dis chart

At-Risk

- 3rd Gr. Reading (current 4th) 6/28 met standard
- Did not achieve performance expected

Special Education students

- Scores were lower than the district in some areas
- A concern across the board
- Improved in STAAR Progress Measure

GT

- Not scoring in advanced range
- Not meet Progress Measure
- How to enrich higher performing students?
- Do we have enough support & opportunities for growth and extension to continue to be on/above grade level

Goal :

System SafeGuard: Each grade level will have 95% of students meet the writing promotion standard by the end of the year.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis
Funding Needed	
Timeline for Implementation	The course of the school year.

November Progress Check	<p>K-The writing baseline data is: Out of the 77 students tested 99% of all students could write their name. 1% could not write their name.</p> <p>1st- The writing baseline data is: Out of the 74 students tested: 92% of all students passed the baseline. Which means 4% of Eco Dis did not pass the baseline.</p> <p>Also 4% of special ed did not pass the baseline.</p> <p>1st Writing CFA Out of 74 students tested 35% of all students scored a 71% and above, 22% of the Spec Ed population is on or above, 28% of the ECO Dis is on or above level. Which means 65% of all students scored below level, 78% of the Spec Ed population is below and 72% of the Eco Dis population is below.</p> <p>2nd The writing baseline data is: Out of the 80 students tested 85% of all students scored a two or above, 33% of the Spec Ed population scored a two or above, 66% of the ECO Dis scored a two or above. Which means 15% of all students scored below a two, 67% of the Spec Ed population scored below a 2 and 34% of the Eco Dis scored below a two.</p> <p>3rd The writing baseline data is: Out of the 81 students tested 20% of all students scored a three or above, 15% of the Spec Ed population scored a three or above, 14% of the ECO Dis scored a three or above. Which means 80% of all students scored below a three, 85% of the Spec Ed population scored below a three and 86% of the Eco Dis scored below a three.</p> <p>4th The writing baseline data is: Out of the 81 students tested 15% of all students scored a three or above, 0% of the Spec Ed population scored a three or above, 5% of the ECO Dis scored a three or above. Which means 85% of all students scored below a three, 100% of the Spec Ed population scored below a three and 95% of the Eco Dis scored below a three.</p> <p>5th The writing baseline data is: Out of the 85 students tested 46% of all students scored a three or above, 20% of the Spec Ed population scored a three or above, 45% of the ECO Dis scored a three or above. Which means 54% of all students scored below a three, 80% of the Spec Ed population scored below a three and 55% of the Eco Dis scored below a three.</p>
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<p>March Progress Check</p>	<p>2nd 9 weeks Writing Goal Monitoring</p> <p>Kinder Writes or Dictates in Sequence Out of 74 students 100% of all students are making progress or meeting this goal. 3 Eco Dis Students are dictating sentences</p> <p>Special Education Population: According to the data collected for dictating sentences in sequence, 100% of our special education students are meeting this goal. According to data collected for writing sentences in sequence, 50% of students are meeting this goal.</p> <p>1st Grade: The Writing CFA Out of the 71 students 72% of all students scored a 70% or above on the CFA of writing sentences on their own and 61% of Eco Dis.</p> <p>Special Education Population: According to 1st 9 week period, 22% of special education students were scoring 70% or above on grade level TEKS. Currently, taking into account CFA 2, 17% of our special education students are scoring 70% or above. 5% decline with special education students.</p> <p>2nd Grade: The Personal Narrative CFA Out of the 79 students tested 81% of all students scored a two or above, 66% of the ECO Dis scored a two or above. The Traditional Literature CFA Out of the 74 students tested 78% of all students scored a two or above, 95% of the ECO Dis scored a two or above.</p> <p>Special Education Population: According to 1st 9 week period, 0% of special education students scored a 3 or above on their writing sample. Currently, taking into account a Personal Narrative and Traditional Literature CFA, 18% of our special education students are scoring a 3 or above on their writing sample. 18% growth with special education students.</p> <p>3rd The writing 2nd 9 week data is: Out of the 86 students tested 30% of all students scored a three or above, 10% of the ECO Dis scored a three or above.</p> <p>3rd The CDB writing multiple (revising and editing) data is: Out of the 86 students tested 9% of all students scored a 70% or above, 6% of the ECO Dis scored a 70% or above.</p> <p>Special Education Population: According to 1st 9 week period, 13% of special education students scored a 3 or above on</p>
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their writing sample. Currently, taking into account a writing sample taken near the end of 2nd 9 week period, 13% of our special education students are scoring a 3 or above on their writing sample.0% growth with special education students.

4th Grade:

The Writing levels at the end of the 2nd 9 weeks are:

Out of the 74 students tested

62% of all students have a rubric score of a 3 or above, 55% of Eco Dis is at a 3 or above.

Special Education Population: According to 1st 9 week period, 0% of special education students scored a 3 or above on their writing sample. Currently, taking into account an Expository writing sample, 56% of our special education students are scoring a 3 or above on their writing sample.56% growth with special education students.

5th Grade:

The Writing levels at the end of the 2nd 9 weeks are:

Special Education Population: According to the baseline collected from writing, of our special education students are writing on level or above.

June Progress Check

KINDER:

No Data Entered

Kinder Special Education Population: No data entered

1st Grade:

No Data Entered

1st grade Special Education Population: No data entered

2nd Grade:

According to the writing baseline in the 2nd nine weeks 80% of all students scored a 2 or above. Currently 83% of all students scored a 2 or above .

3% growth in all students

Economically Disadvantaged Sub Population

According to the writing baseline in the 2nd nine weeks 81% of these students scored a 2 or above. Currently 78% of all students scored a 2 or above.

3% decline in all students

2nd grade Special Education Population:

According to the writing baseline in the 2nd nine weeks 18% of special ed students scored a 3 or above. Currently 0% of all students scored a 3 or above.

18% decline in special education students

3rd Grade:

According to the writing data in the 3rd nine weeks 55% of all students scored a 3 or above. Currently 61 % of all students scored a 3 or above .

6% growth in all students

Economically Disadvantaged Sub Population

According to the writing data in the 1st nine weeks 10% of these students scored a 3 or above. Currently 43% of these students scored a 3 or above.

33% growth in these students

3rd grade Special Education Population

According to the writing baseline in the 3rd nine weeks 14% of special ed students scored a 3 or above. Currently 15% of all students scored a 3 or above.

1% growth in special education students

4th Grade:

According to the writing data in the 2nd nine weeks 62% of all students scored a 3 or above. Currently taking into account an Expository writing sample taken at the end of the 3rd 9 weeks of 67% of all students scored a 3 or above .

5% growth in all students

	<p>Economically Disadvantaged Sub Population According to the writing data in the 2nd nine weeks 55% of these students scored a 3 or above. Currently taking into account an Expository writing sample taken at the end of the 3rd 9 weeks 57% of these students scored a 3 or above. 3% growth in these students</p> <p>4th grade Special Education Population According to the writing baseline in the 3rd nine weeks 56% of special ed students scored a 3 or above. Currently 46% of all students scored a 3 or above. 10% decline in special education students</p> <p>5th Grade: According to the writing data in the 3rd nine weeks 62% of all students scored a 3 or above. Currently 69% of all students scored a 3 or above. 7% growth in all students</p> <p>Economically Disadvantaged Sub Population According to the writing data in the 3rd nine weeks 65% of these students scored a 3 or above. Currently 79% of these students scored a 3 or above. 14% growth in these students</p> <p>5th grade Special Education Population According to the writing baseline in the 3rd nine weeks 0% of special ed students scored a 3 or above. Currently 11% of all students scored a 3 or above. 11% growth in special education students</p>
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Activity 1

Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	
Activity	Our campus will write daily across content areas utilizing components of Writers Workshop focusing on conventions within the grade level TEKS to improve the quality of student writing samples. Teachers will monitor conference and reteach areas of need. Students will be held responsible for applying previously taught skills in all written expression.
Person Responsible	Classroom teachers, support specialist, and special ed. teachers
Monitoring Measures	Quarterly progress checks
Title 1 Fund	

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.

Activity 2

Activity	Kinder through 5th grade students will demonstrate knowledge of grade level writing TEKS utilizing grade level specific writing rubrics. Teacher will establish a baseline by within the first two weeks of school and at quarterly check points.
Person Responsible	Classroom teachers, support specialist, and special ed. teachers
Monitoring Measures	Quarterly progress monitoring
Title 1 Fund	
Title 1 Campuses	
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 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 : Promote health and fit lifestyles.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	Throughout the school year.
November Progress Check	Bike Rodeo Wellness/Health tip every Mon. and Tues. posted on Board in gym and an activity to practice it. Bobcat Movement/Dance on BSN with entire school 14 ft. Rock wall for all to enjoy during PE hours
March Progress Check	Jump Rope for heart with the American Heart Association FITStep Pedometers during PE classes Fitness Gram tests and practices Field day
June Progress Check	Family Fitness Night Jump Rope for heart with the American Heart Association FITStep Pedometers during PE classes Fitness Gram tests and practices Field day Fitness/sports Camp during our Camp week in May

Activity 1

Activity	Provide school-wide learning opportunities for all students to be healthy and active for a lifetime. Provide moderate to vigorous physical activity in physical education Post nutrition messages throughout the school specific to My Plate Promote an healthy food choices in the cafeteria
Person Responsible	Campus administration, PE Teacher, and Cafeteria Manager
Monitoring Measures	Quarterly updates from PE teacher Messages and signage posted by cafeteria manager
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 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	
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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	