



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

BURKE ELEMENTARY SCHOOL

2017-2018

BURKE ES

Needs Assessment 2017-2018

Process

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

In developing the 17-18 needs assessment, committees lead by curriculum specialist were formed for each objective in the School Improvement Plan. Each committee was give the task to determine the success of the 16-17 goals and to discuss whether there should be a continuation of that goal or develop a new one for the 17-18 school year. Committees consisted of all staff members (teachers, IA's and support staff). They were given a copy of the 16-17 SIP along with any data and information related to their goal. With the guidance of our curriculum specialist, teachers were able to identify specific needs within the subject areas that contributed to the overall success of students including fact fluency in Math and academic vocabulary in Reading/Writing. The three goals and major activities were then reviewed by the Leadership Team, whom either chose one to focus on or integrate several into one. The final meeting took place at our End of Year School Advisory Team Meeting. The final document is set for staff review on Monday, August 21st during the first week staff returns.

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 checked="" 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>Math: Overall continues to be need due to the change in Math TEKS. We notice that students are having difficulties in the areas of math automaticity and problem solving, specifically with our special ed. population.</p> <p>Writing: We want to continue the focus of writing across the grade levels to strengthen this skill in all students so that they are not struggling once they enter 4th grade.</p> <p>Reading: comprehension and the students inability to inference continue to be a major focus for the campus.</p>

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	We will continue our PLC data/planning meetings. Teachers and specialists find that this time is beneficial. In the past, Title I funds were used to purchase subs after CDB's in 3-5th to analyze and plan for high quality instruction. In grade K-5, we will continue to provide support during PLC meetings through the curriculum specialist. Teachers and Specialists will be expected meet on a regular/weekly basis as a PLC to collaborate, analyze data and plan high quality instructional activities to target the needs of students.

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.

<input checked="" type="checkbox"/> Distribution of leadership and responsibilities
<input checked="" type="checkbox"/> Decision making structures on the campus
<input checked="" type="checkbox"/> Teacher input
<input checked="" type="checkbox"/> Campus goals
<input checked="" type="checkbox"/> Monitoring of teacher performance; feedback to staff
<input checked="" type="checkbox"/> Communication
<input checked="" type="checkbox"/> Master schedule
<input type="checkbox"/> Teacher and parent surveys
<input type="checkbox"/> Other

Findings	Campus leadership teams meet regularly (as needed). Administration disseminates pertinent information regularly. The team focused on successes and struggles and developed solutions that directly impacted student performance as well as campus moral. We will continue to utilize a multitude of 2 way communication methods such as Remind, text messaging, school messenger to staff and parents, use of social media like Twitter and Facebook. In addition, our campus goals this school year includes 21st century learning w/ and w/o technology. We also want to ensure that teachers are highly qualified through attending training that would benefit them in their classroom. Teachers and staff will continue with professional development in the area.
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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	<p>We discussed the master schedule, all grade levels agreed to leave the schedule as is including rotation and lunch times. Specialists do not pull groups during the core areas of instruction. Instead they provide in class support. Their schedules are set up to maximize their time working with students in class and modeling or co-teaching with the classroom teachers. We feel the importance of allowing students to stay in class during the direct teach makes a greater impact on student learning. Pull out times are incorporated outside of the core areas of instruction. We utilize several intervention programs during pull outs such as Earobics, TTM, LLI, ELI, I-Station and I-Ready. For our bilingual students, we have set aside an intervention block in our computer lab at various times throughout the day so that students can receive support through Imagine Learning. We tutored all students consistently (Tuesday/Thursday) throughout the year in grades 3-5. We target specific areas of instruction for tutoring in 4-6 week intervals. In the spring we add a 6 week tutoring session in 1st and 2nd grade in the area of reading. Tutoring list consist of students identified from the placement/retention list</p>
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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>We continue to have high turnout for family night events like Science Night, Choir, Family Reading Night, Mud Run/Running Club, Fiesata, Storybook Parade, Children's</p> <p>There is a lack of parental support for academic activities in the intermediate grades such as student led conferences, STAAR information night, BOY/MOY/EOY Parent conferences</p> <p>We will continue to implement parent coffee's with the counselor. The counselor in collaboration with the Librarian will continue to offer parent trainings to target reading activities and skills. In addition, we would like to provide some technology workshops. received high participation</p> <p>Implemented Parent PAL program to support teachers</p> <p>Partner with Head Start and Learning Tree program</p>
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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.

Teacher surveys

Parent surveys

Student surveys or panels

Discipline

Student attendance

Extra-curricular activities and clubs

Other

Findings	Attendance incentives Minute to Win It, random attendance drawings on morning announcements, Frequent attendance meeting with teachers, schedule time to contact parents in regards to attendance, Cafeteria Bingo, positive behavior incentives through positive notes, drawings for recognition, Consistent school wide management strategies Implement some PBIS strategies.
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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.

Teacher attendance

Teacher experience and years on campus

Class size

Staff retention rates

Alignment of curriculum, instruction, assessment

Alignment of CDB scores and STAAR results

Effectiveness of planning and collaboration

Professional development experiences and requests

Other

Findings	<p>Admin will continue to hire teachers with the bilingual and special ed. certifications to ensure that there are always back-up bilingual teachers at all grade levels.</p> <p>Continue to offer targeted staff development to maintain teacher growth in the areas of ELAR and Math.</p> <p>Continued with PLC meetings. These provide teachers with the time to review data and collaborate with their peers and plan together. This time is utilized to plan high quality instruction with specialist support.</p> <p>We continue to use T-Tess as a growth model for all professional staff.</p>
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Priority Needs

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

Priority Need 1

<p>Basic math fact fluency is essential to a student's ability to compute and problem solve in subsequent grade levels. A need at Burke Elementary is to strengthen grade level math fact accuracy. In return, students will be better problem solvers.</p>
<p>CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 4 Increased Learning Time</p>

Priority Need 2

<p>Vocabulary development in all subject areas at Burke Elementary. It remains a challenge for our students to read on level by the end of the year. We will continue targeted reading staff development, STAAR grade level tutoring and purchasing effective resources in all subject areas for all student subgroups to include at-risk, ELL, economically-disadvantaged, SpEd, and migrant students at all grade levels PK-5.</p>
<p>CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 4 Increased Learning Time</p>

Priority Need 3

<p>Burke ranks near the district average in writing when compared to other schools however, we need more of a primary grade level focus in writing order to further develop at each grade level.</p>
<p>CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 7 Teacher Quality</p>

Priority Need 4

<p>Burke Elementary students focus on further development of 21st Century Learning. Many of our teachers and staff are at the beginning stages of technology integration. According to survey's teachers would like quality PD and time to create technology lessons.</p>
<p>CSF 3 Leadership Effectiveness CSF 4 Increased Learning Time CSF 6 School Climate CSF 7 Teacher Quality</p>

Priority Need 5

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As a campus we need to continue to implement, provide, and communicate programs that will ensure that students understand shared responsibility and have necessary social and coping skills. We will do this with our students through our class meetings as well as our guidance sessions with the campus counselor. We will educate parents in this area through our counselor coffee's/parental trainings that we hold each month. We are finding that there are numerous self referrals to our counselor by students addressing situations that can be handled through the use of Kelso's choices or simply talking it out. In addition we as a campus need to continually address campus wide expectations passed the first "25 days".

CSF 5 Family and Community Engagement

CSF 6 School Climate

CSF 7 Teacher Quality

Campus: BURKE ES

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 05/15/2017

SAT Member	Name	Signature
Principal	Misty Knapp	
Parent Community Representative	Rose Cortez	
Staff Representative	Yilsa DeLosSantos	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Melitsa Pena	Staff Member
Amanda Gonzalez	Staff Member
Amanda Morgan	Staff Member
Jennifer Lopez	Parent
Kelley Moriarty	Staff Member
Cynthia Arriaga	Staff Member
Melissa Dunlap	Staff Member
Leslie Childs	Staff Member
Joann Guerrero	Staff Member
Valentina Alvarez	Staff Member
Paul Brusewitz	Administrator

CAMPUS: BURKE 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 - Faculty Handbook - Procedures - Burke Data Day	Collaboration	All staff	All		6
08/22/2017		Specialists Rotations - Review Curriculum, Expectations and start-up lessons	Curriculum	Teachers & Specialists	All		6
08/23/2017		Continuation of Specialists Rotation - Start Up Planning	Curriculum	All Teachers	All		6
10/09/2017		1.5 day District Staff Development 1.5 day Academic Vocabulary	Instruction	All Teachers			6
11/20/2017	08/14/2017	Teacher Choice (Retreat - PLC Training)	Collaboration	All Staff			6
11/21/2017	08/15/2017	Teacher Choice (Retreat- Visioning - Organizational Transformation)	Collaboration	All Staff			6
02/19/2018		Guided Math and stations	Instruction	All Teachers			6

CAMPUS: BURKE ES

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	90%	47%	90%	74%	76%	87%	53%	28%	90%
African-American	63%	50%	90%	62%	72%	60%	40%	0%	65%
Hispanic	92%	44%	90%	70%	74%	88%	52%	26%	90%
White	88%	71%	90%	84%	86%	88%	59%	41%	90%
Economically Disadvantaged	90%	46%	90%	66%	68%	88%	51%	25%	90%
Special Education	47%	26%	80%	44%	48%	48%	28%	12%	60%
At-Risk	83%	30%	90%	58%	58%	77%	33%	15%	85%
Limited English Proficient	98%	44%	90%	62%	63%	98%	48%	20%	98%
Asian	N/A	N/A	90%	89%	78%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	90%	73%	58%	0%	0%	0%	N/A
Hawaiian Pacific Islander	N/A	N/A	90%	75%	71%	N/A	N/A	N/A	N/A
Two or More	100%	100%	100%	80%	87%	100%	80%	80%	100%

WRITING (4)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	80%	46%	90%	64%	62%	78%	44%	19%	82%
African-American	0%	0%	90%	53%	56%	50%	50%	0%	55%
Hispanic	79%	45%	90%	60%	59%	77%	44%	20%	80%

White	100%	80%	90%	72%	73%	100%	25%	0%	100%
Economically Disadvantaged	85%	46%	90%	56%	52%	75%	44%	22%	80%
Special Education	40%	40%	80%	33%	32%	43%	29%	14%	55%
At-Risk	66%	23%	90%	44%	37%	68%	41%	19%	75%
Limited English Proficient	100%	46%	90%	54%	49%	94%	65%	29%	95%
Asian	N/A	N/A	90%	85%	72%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	90%	61%	71%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	90%	67%	50%	N/A	N/A	N/A	N/A
Two or More	100%	0%	100%	70%	76%	100%	100%	100%	100%

MATHEMATICS (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus
	Standard	Final Rec		Approaches Standard	Approaches Standard	Approaches Standard	Meets Standard	Masters Standard	CPO 2017-2018
All Students	90%	51%	90%	79%	80%	88%	56%	30%	90%
African-American	63%	13%	90%	66%	72%	80%	60%	20%	85%
Hispanic	91%	51%	90%	77%	78%	86%	55%	28%	88%
White	100%	65%	90%	87%	88%	100%	76%	47%	100%
Economically Disadvantaged	90%	51%	90%	73%	73%	87%	56%	30%	90%
Special Education	68%	26%	80%	53%	56%	60%	28%	8%	65%
At-Risk	87%	41%	90%	67%	65%	78%	44%	20%	82%
Limited English Proficient	98%	67%	90%	73%	72%	93%	70%	35%	95%
Asian	N/A	N/A	90%	94%	86%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	90%	78%	77%	100%	0%	0%	N/A
Hawaiian Pacific Islander	N/A	N/A	90%	80%	78%	N/A	N/A	N/A	N/A
Two or More	100%	100%	100%	82%	89%	100%	60%	60%	100%

SCIENCE (Grade 5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec		Approaches Standard	Approaches Standard	Approaches Standard	Meets Standard	Masters Standard	
All Students	89%	41%	90%	73%	76%	94%	57%	22%	96%
African-American	83%	67%	90%	59%	68%	100%	100%	0%	100%
Hispanic	89%	37%	90%	68%	73%	93%	55%	21%	95%
White	100%	67%	90%	84%	87%	100%	67%	67%	100%
Economically Disadvantaged	86%	36%	90%	65%	67%	92%	57%	18%	95%
Special Education	86%	14%	80%	44%	46%	75%	38%	0%	78%
At-Risk	85%	18%	90%	56%	59%	90%	44%	10%	90%
Limited English Proficient	100%	0%	90%	57%	58%	100%	29%	14%	100%
Asian	N/A	N/A	90%	89%	75%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	90%	73%	60%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	90%	75%	93%	N/A	N/A	N/A	N/A
Two or More	100%	100%	100%	81%	86%	100%	100%	0%	100%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	95.9%	96.5%
African-American	95.4%	95.8%	95.5%	96%
Hispanic	95.6%	95%	96.1%	96.5%
White	96%	95.8%	94.2%	95%
Economically Disadvantaged	95.4%	94.4%	95.6%	96%
Special Education	94.5%	93.9%	94.2%	95%
Limited English Proficient	96.4%	95.8%	97.1%	98%
Asian	97.8%	96.8%	96.8%	97%
American Indian	95.3%	95.2%	100%	100%
Hawaiian Pacific Islander	95.5%	96.1%	92.5%	95%
Two or More	95.9%	96%	96.8%	97%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% of Students Retained	0.98%	1.23%	1%

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need :

Basic math fact fluency is essential to a student's ability to compute and problem solve in subsequent grade levels. A need at Burke Elementary is to strengthen grade level math fact accuracy. In return, students will be better problem solvers.

Goal :

By the end of the 17-18 school year, 100% of Burke students will be able to recall grade level basic facts with 80% accuracy or better.
30% of Burke students will be able to recall grade level basic facts with 90% accuracy or better.

Goal Details

Student Groups Impacted	All Students, African American, Asian, Special Education, At Risk, Eco-Dis, White, ELL, Migrant, Hispanic, 2 or More, Homeless
Funding Needed	Local, Title III
Timeline for Implementation	By the end of the 2017-2018 school year.
November Progress Check	*100% of 1st-5th grade teachers are working with students on a regular basis on math facts. Teachers will transition to grade level facts by January. *Campus has completed 2 Fast Facts contests for every grade level. *Planning to develop campus-wide tracking sheet for monitoring math facts.
March Progress Check	*100% of Kinder-5th grade teachers have transitioned to working on grade-level facts. *Teachers have continued to track progress of students' master of math facts. *Campus is planning to create and implement a campus-wide tracking sheet for monitoring math facts for the 2018-19 school year.
June Progress Check	

Activity 1

Activity	Teachers will give a quick grade level facts activity (Mad Minutes/Fast Facts/etc) at least 2 times per week for practice.
Person Responsible	Math Specialist Grade Level Teachers
Monitoring Measures	Tracking sheets, Charts, Tracking Poster, CDB data, STAAR, Unit Assessments
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 8, SWC 9
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	Teachers will give a grade level fact test 3 times per 9 week cycle for mastery and record results allowing students to take ownership/responsibility of their progress using their tracking poster.
Person Responsible	Math Specialist Grade Level Teachers Students
Monitoring Measures	Tracking sheets, Poster/Charts, Informal Assessments, CDB data, STAAR
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 8, SWC 9
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	Grade levels will have a Fast Fact contest at the end of each 9 week cycle to show proficiency of grade level facts practice.
Person Responsible	Math Specialist Grade Level Teachers IA's
Monitoring Measures	Data Sheets, Informal Observations
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 4. Develop and implement processes for vertical collaboration across bands of stakeholders.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Daily problem solving- Use multiple resources to continue to reinforce the application of fast facts.
Person Responsible	Math Specialist Grade Level Teachers IA's
Monitoring Measures	Data Sheets, Informal Observations
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.

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

Activity 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 :

Vocabulary development in all subject areas at Burke Elementary. It remains a challenge for our students to read on level by the end of the year. We will continue targeted reading staff development, STAAR grade level tutoring and purchasing effective resources in all subject areas for all student subgroups to include at-risk, ELL, economically-disadvantaged, SpEd, and migrant students at all grade levels PK-5.

Goal :

By the end of the school year, 90% of our students will achieve at the "approaches" level on STAAR Reading, 60% of those students scoring meets and 60% of Special Education students will achieve "Approaches" on STAAR Reading (Missed Safeguard: SpEd Reading).

Goal Details

Student Groups Impacted	All Students, African American, Asian, Special Education, At Risk, Eco-Dis, White, ELL, Migrant, Hispanic, 2 or More, Homeless
Funding Needed	Local
Timeline for Implementation	By the end of the 2017-2018 school year.
November Progress Check	<p>Students with 80% Mastery of Vocabulary TEKS on Campus Common Assessment #1: 3rd Gr: 38% 4th Gr: 26% 5th Gr: 61%</p> <p>SpEd Performance on Campus Common Assessment #1: 3rd Gr: 3/5 students passed at Approaches standard 4th Gr: 7/11 students passed at Approaches standard 5th Gr: 0/5 students passed at Approaches standard Total: 10/21 (48%) passed at Approaches standard</p>
March Progress Check	<p>SpEd Performance on Campus Common Assessment #2: 3rd Gr: 3/5 students passed at Approaches standard 5th Gr: 4/6 students passed at Approaches standard</p> <p>SpEd performance on District Reading CDBs: 3rd Gr: 2/5 students passed at Approaches standard 4th Gr: 6/8 students passed at Approaches standard 5th Gr: 5/6 students passed at Approaches standard</p>
June Progress Check	

Activity 1

Activity	Focus: Greek and Latin Root Words (3-5 grade) / Prefixes and suffixes (K-2) Wording Building Root Word Graphic Organizer, Divide and Conquer, Root Word Tree
Person Responsible	Curriculum Specialists Classroom Teachers LST
Monitoring Measures	Observations, Unit assessments, CDB data
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 8, SWC 9

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

Activity 2

Activity	Activities to deepen knowledge of new words such as Direct vocabulary instruction (Marzano essential steps) Compare, classify words; Create analogies and metaphors; Think Pair-share, elbow partners, inside circles, jeopardy, pyramids Teacher/Student created anchor charts and online programs to emphasize academic vocabulary and oral language development. Focus: Academic Vocabulary (2-5 grade)
Person Responsible	Curriculum Specialists Classroom Teachers LST
Monitoring Measures	Observations, Unit assessments, CDB data (SpEd Students)
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 8, SWC 9
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 3

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Activity	We will meet regularly through PLC, grade level, and team leader meetings to address student needs based on data on common assessments.
Person Responsible	Curriculum Specialists Classroom Teachers LST
Monitoring Measures	Observation Teacher Attendance and participation
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Vocabulary recursive review. Interactive Word Wall (3-5 grade) and Rainbow Words(K-2) The campus will include vocabulary activities during family academic night
Person Responsible	Curriculum Specialists Classroom Teachers LST
Monitoring Measures	Observations, Unit assessments, CDB data
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 6, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 5. Provide rigorous, complex, and meaningful learning that promotes readiness for post PK-12 experiences.
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
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Activity 5

Activity	Tutoring
Person Responsible	Curriculum Specialists Classroom Teachers LST
Monitoring Measures	Attendance, CDB data, STAAR Data, Unit & Common Assessments
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 3

Need :

Burke ranks near the district average in writing when compared to other schools however, we need more of a primary grade level focus in writing order to further develop at each grade level.

Goal :

By the end of the school year, 90% of our students will demonstrate 80% mastery of ELA TEKS for grammar and writing.

Goal Details

Student Groups Impacted	All Students, African American, Asian, Special Education, At Risk, Eco-Dis, White, ELL, Migrant, Hispanic, 2 or More, Homeless
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Funding Needed	Local
Timeline for Implementation	By the end of the 2017-2018 school year.
November Progress Check	*Trained grades 1-5 in Mentor Sentences. Teachers are implementing practices daily. *Collected Writing samples, grades K-5. In the process of scoring using district rubric.
March Progress Check	*100% of teachers in grades Kinder-5th implement mentor sentences on a daily basis. *4th Grade Expository CDB results: Score of 1-40%, Score of 2-38%, Score of 3-15%, Score of 4-5%
June Progress Check	

Activity 1

Activity	K-5 Mentor Sentences
Person Responsible	K-5 classroom teachers Reading Specialists Librarian
Monitoring Measures	Observations, Informal Assessments
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 4. Develop and implement processes for vertical collaboration across bands of stakeholders.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	K-2 Interactive Language Arts Notebook
Person Responsible	K-2 Classroom Teachers
Monitoring Measures	Informal Observations, Unit assessments, CDB data

Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 8, SWC 9
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	K-5th Read like a Reader, read like a writer activities using Mentor Text
Person Responsible	K-5 Classroom Teachers Curriculum Specialists
Monitoring Measures	Observations, Assessments, CDB Data, STAAR
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 4. Develop and implement processes for vertical collaboration across bands of stakeholders.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Family Fun Day/Night - Students and teachers have the opportunity to educate and model for parents/guardians literacy skills in all content areas.
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Person Responsible	Administration Specialists All teachers
Monitoring Measures	Sign - in sheets, CDB Data, Parental Support
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 6, SWC 8, SWC 9
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	Ongoing staff development during PLC (ATM's) meetings, district staff development, and at grade level meetings targeting ELAR data review, planning and instructional activities.
Person Responsible	Administration Reading Specialists Classroom Teachers Librarian
Monitoring Measures	Observations, CDB Data, Unit assessments, STAAR, Teacher Retention
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4, SWC 5, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

Goal 4

Need : Burke Elementary students focus on further development of 21st Century Learning. Many of our teachers and staff are at the beginning stages of technology integration. According to survey's teachers would like quality PD and time to create technology lessons.

Goal : Integrate a variety of technology tools, career and engaged learning activities to enhance 21st Century learning.

Goal Details

Student Groups Impacted	All Students, African American, Asian, Special Education, At Risk, Eco-Dis, White, ELL, Migrant, Hispanic, 2 or More, Homeless
Funding Needed	Local
Timeline for Implementation	By the end of the 2017-2018 school year.
November Progress Check	*Participated in survey to determine grade-level technology needs. Technology coach worked with each grade-level on needs identified in survey. *All staff members are focusing on one technology application, to include SeeSaw and Nearpod.
March Progress Check	*The following apps/programs are used with students in the Science Lab on a monthly basis: Nearpod, Draw & Tell, QR Codes, and Recap. *The following apps/programs are used with students in the Library on a monthly basis and are connected to grade-level curriculum 100% of the time: Chatterpix, Draw & Tell, variety of databases, and Sock Puppet.
June Progress Check	

Activity 1

Activity	Technology professional development provided.
Person Responsible	All Professional Staff
Monitoring Measures	Google calendar documentation
Title 1 Fund	Yes

Title 1 Campuses	SWC 2, SWC 3, SWC 4, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Technology Make and Takes focused on all content areas.
Person Responsible	Administration Technology Coach TSS Curriculum Specialists Classroom Teachers
Monitoring Measures	Grade level technology lesson planning
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 6. Utilize technology in advanced and innovative ways to support instruction and facilitate learning
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Each grade level will integrate a minimum of one new technology lesson per semester.
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Person Responsible	Administration Technology Coach TSS Curriculum Specialists Classroom Teachers
Monitoring Measures	Walk through
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 8, SWC 9
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	Planning with Tech Coach for collaborative lessons
Person Responsible	Technology Coach TSS Classroom Teachers
Monitoring Measures	Grade level technology lesson planning
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 8, SWC 9
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 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 5

Need : As a campus we need to continue to implement, provide, and communicate programs that will ensure that students understand shared responsibility and have necessary social and coping skills. We will do this with our students through our class meetings as well as our guidance sessions with the campus counselor. We will educate parents in this area through our counselor coffee's/parental trainings that we hold each month. We are finding that there are numerous self referrals to our counselor by students addressing situations that can be handled through the use of Kelso's choices or simply talking it out. In addition we as a campus need to continually address campus wide expectations passed the first "25 days".

Goal : By the end of the 2017-2018 school year Burke staff will promote leadership and respectful dialogue between students utilizing the current school wide Pillars of Character education program to promote safe environment for students and staff.

Goal Details

Student Groups Impacted	All Students, African American, Asian, Special Education, At Risk, Eco-Dis, White, ELL, Migrant, Hispanic, 2 or More, Homeless
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Funding Needed	Local
Timeline for Implementation	By the end of the 2017-2018 school year
November Progress Check	<ul style="list-style-type: none"> *Conducted 2 pep rallies (1/9 weeks) with a focus on the Pillars. *Created the Kindness Club to focus on the Pillar of Caring and modeling caring behaviors throughout the campus. *Continued to conduct class meetings on a weekly basis with all grade levels. *Provided a grade-level incentive for classes with the most instances of modeling behaviors that reflect the Pillars.
March Progress Check	<ul style="list-style-type: none"> *Continued to conduct pep rallies each 9 weeks with a focus on the Pillars of Character. *Continued Kindness Club with a focus on the Pillar of Caring and modeling caring behaviors throughout the campus. *Continued to conduct class meetings on a weekly basis with all grade levels.
June Progress Check	

Activity 1

Activity	Class Meetings
Person Responsible	Classroom Teachers
Monitoring Measures	Decrease in discipline referrals Attendance
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 2. Implement, provide, and communicate programs that will ensure that students understand shared responsibility and have necessary coping skills.

Activity 2

Activity	College/Motivational pep rallies or speakers with a focus on character education.
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Person Responsible	Grade levels Students Rotation Specialists
Monitoring Measures	Parent Attendance, Student Attendance, Informal Observations, Drop out/retention rate
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 8, SWC 9
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Incorporate anti-bullying lessons during advisory and guidance using Pillars of Character education.
Person Responsible	Counselor Teachers Specialists
Monitoring Measures	Discipline Referrals
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 4. Implement and promote a collaborative approach to school and community safety.

Activity 4

Activity	Using multiple means of communication such as Facebook, Twitter, Remind, Email, School messenger, websites etc. for parents, students and other stakeholders
Person Responsible	Administrators Teachers Specialists Librarian
Monitoring Measures	Attendance at meetings, family nights and other parental involvement events.
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 6, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 1. Explore, implement, and communicate security measures that provide safeguards for the learning environment, using the latest technology.

Activity 5

Activity	All teachers will develop classroom expectations aligned w/campus expectations such as: Expectations for each area in the school (cafeteria, hallway, restroom, etc.); Safety patrols, Staff and IA's will be strategically placed in the hallways at arrival and dismissal. Cafeteria Procedures will continue (Have students toss trays; sit down; wait for teacher at tables) and stop signs at designated hallway spots.
Person Responsible	All staff
Monitoring Measures	Office Referrals
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 8, SWC 9
Promote Community Involvement	

Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 3. Implement, provide, and maintain instructional facilities that support a safe, healthy, and comfortable learning environment in a growing community.

Goal : By the end of the 2017-2018 school year all classrooms will incorporate an extra 10 minutes of physical and mental breaks throughout the day.

Goal Details

Student Groups Impacted	All Students, African American, Asian, Special Education, At Risk, Eco-Dis, White, ELL, Migrant, Hispanic, 2 or More, Homeless
Funding Needed	Local
Timeline for Implementation	Ongoing effort
November Progress Check	Classrooms are implementing go noodle as a method for additional physical activity.
March Progress Check	Classrooms are continuing to utilize go noodle as a method for additional physical activity.
June Progress Check	

Activity 1

Activity	Go noodle Physical Activity
Person Responsible	All staff
Monitoring Measures	Classroom Observations Student Survey's
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3
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	Running Club
Person Responsible	PE Teachers Teachers
Monitoring Measures	Attendance
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 2. Implement, provide, and communicate programs that will ensure that students understand shared responsibility and have necessary coping skills.

Activity 3

Activity	Jump Rope Club
Person Responsible	PE Teachers
Monitoring Measures	Attendance
Title 1 Fund	Yes
Title 1 Campuses	SWC 3, SWC 4

Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

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	