



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

CARSON ELEMENTARY SCHOOL

2017-2018

CARSON ES

Needs Assessment 2017-2018

Process

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

On Monday, May 21st, administrators reviewed the SIP through a Kahoot game. Then the administrators reviewed the SIP template and context. Teachers were given the opportunity to provide feedback from the current years priority needs, objectives, annual goals, and major activities. The feedback was analyzed and compiled into a Google presentation that was shared with leadership team. After each leadership team member had a chance to review this information, we had a discussion on Tuesday, May 29th about the campus results from the survey. We were able to identify the priority needs that should be continued during the following school year. We also developed new priority needs for the upcoming school year. Our campus leadership team reviewed the priority needs and discussed activities that we could develop to assist in meeting our goals. We also developed our staff development plan based on these needs to allow time for our staff to work collaboratively throughout the year.

Data and Campus Practices Review

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

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

CSF 1: Academic Performance
Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.
<input checked="" type="checkbox"/> STAAR/EOC/TAKS
<input checked="" type="checkbox"/> Regression graphs
<input type="checkbox"/> Student demographics
<input 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>On STAAR Reading 2018, 84% of our 3rd graders passed the STAAR test, with 28% of them achieving Masters level. 87% of our 4th graders passed the Reading STAAR test, with 26% of them achieving Masters level. 87% of our 5th graders passed the Reading STAAR test, with 35% of them achieving Masters level.</p> <p>On STAAR Math 2018, 84% of the 3rd graders passed the STAAR test with 23% of them Masters level. 91% of our 4th graders passed the STAAR test with 30% of them achieving Masters level. 96% of our 5th graders passed the STAAR test with 35% of them achieving Masters level.</p> <p>83% of our 5th grade students passed the Science STAAR test with 23% achieving Masters level.</p> <p>On STAAR Writing 2017, 76% of our 4th grade students passed the STAAR test with 12% of them achieving Master's level.</p> <p>Student demographics: Trend for Economic Disadvantaged percentages for past 4 years... 14-15: 32% , 15-16: 39%, 16-17: 40%, 17-18: 37.6%</p> <p>Percent of Eco Dis meeting STAAR standard: reading 3rd grade 80%, 4th grade 80%, 5th grade 87%, writing 53%; science 84%</p> <p>At Risk population: 14-15: 24%, 15-16: 28%, 16-17: 26%, 17-18: 26%</p> <p>Percent of At Risk meeting standard: reading 3rd grade 47%, 4th grade 67%, 5th grade 64%, writing 38% and science 67%.</p> <p>Special ed population: 15%; LRE percentages are where they should be. LEP percentage is 1.8%.</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>Student attendance over past 6 years--consistently between 96.5 and 97%. Attendance reward game days are in place to recognize good attendance every 9 weeks. Teachers track attendance each 9 weeks, with perfect attendance awards given at end of year. Blue coupon given each day when no students are absent in class. Spurs/Silver Stars tickets are awarded to students for perfect attendance each 9 weeks. Restaurant coupons and awards are also given out each 9 weeks for students with perfect attendance.</p> <p>In general, discipline referrals are low campus wide, attributed to positive reinforcement programs in place: Caught You Being Good Weeks, CYBG coupons, and blue coupons. Fun Fridays are implemented amongst grade levels for students who haven't had any marks in their folders for the week.</p> <p>Grade reporting varies by grade level. Students are provided with multiple opportunities to show mastery on formative assessments. Progress reports are provided mid 9 weeks to communicate info with parents. Parent Connection information is provided to parents at beginning of the year.</p> <p>Benchmark scores mirror district average in most subject areas. Benchmark data is disaggregated by the math and reading specialist and grade level teams, with discussion through the PLC process.</p>

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

Leadership team meets monthly with administration. Team leaders are asked to share the necessary information with their teams and to also gain input from team members and report back to the leadership team. Collaborative structures are in place during team meetings to provide feedback.

Campus goals are reflected in the SIP and communicated through Carson Retreat and Carson Data Day.

T-TESS observations and walkthroughs, as well as positive notes, provide feedback to staff.

Weekly staff bulletin is sent to all staff members every Friday.

Administration meets with grade level teams regularly throughout the year during RTI support sessions to track student progress, interventions and support and during Monday PLC's.

Rotation/lunch/recess schedules are communicated at beginning of year. A campus master schedule was created to ensure that math and reading interventions were taking place during the appropriate content block.

Surveys are provided to teachers at end of year for input and shared with the leadership team when planning for the 18-19 school year. We also have an all day leadership team planning day in May to plan our calendar and discuss campus initiatives and goals.

Parent surveys are sent out to parents in May, with input being discussed at the start of the following school year.

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

<input checked="" type="checkbox"/> Tutorials	
<input type="checkbox"/> Other	
Findings	<p>The RTI process is in place, with grade level experts supporting their team members. Special Ed staff support grade level teams in the RTI process. Tier II meetings were conducted during grade level team meetings. Tier III meetings were held weekly with admin, spec ed, math/reading specialists, counselor, and LSSP present. Monitoring of the RTI process took place through monthly RTI support sessions. We have made huge gains with our RTI entries and providing interventions to students.</p> <p>Interventions: Morning TLC Lab is open before school for students to receive computer based interventions. The computer labs are also open for math fact practice and Think Through Math. Think Through Math are used in classrooms and at home for students in grades 3, 4, and 5. Additionally, Lexia, I Ready, Ticket to Read, Voyager, Headsprout, Open Court, LLI, pullout groups with math and reading specialists, and day time tutoring by a day tutor in 1st-5th grade, provide additional support to students.</p> <p>Recursive Review for 2nd - 5th grades takes place with online TEKS Targets.</p> <p>Effectiveness of interventions needs to be tracked through the RTI process; improvement was made this year in the area of data collection, entry, evaluation, and followup. We began focusing on analyzing intervention data; however, there is still a need for us to continue our work in this area.</p> <p>Tutorials are provided during the school day for students in grades 1st, 2nd, 3rd, 4th and 5th; however there is currently no method for data collection to measure growth (pre and post measure). This is an area to continue improving for the 18-19 school year.</p> <p>At this time, there is no paid tutoring for Kinder. K-2 teachers would like this additional funding to be able to effectively implement interventions outside the normal school day.</p> <p>Collaborative team planning times have been built into Friday morning schedules. PLC Mondays were scheduled to provide teams with additional planning time.</p> <p>A campus morning roundup time is in place to allow for intervention and enrichment opportunities for all students.</p>

CSF 5: Family/Community Engagement	
Family and Community Engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services.	
<input checked="" type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Family and community activities
<input checked="" type="checkbox"/>	Family and community input
<input checked="" type="checkbox"/>	Family and community services
<input type="checkbox"/>	Second language communication
<input type="checkbox"/>	Other

Findings	<p>Parent bulletin, along with monthly calendar, is sent home monthly from administration via parent email groups and paper copies for parents requesting this. We also post our monthly bulletin and yearly calendar on our website.</p> <p>Teacher newsletters are sent home weekly, both electronically and on paper.</p> <p>Carson Elementary is used regularly by our Scout groups, HOA meetings, councilman town hall meetings, and sports practices.</p> <p>Family activities are provided throughout the year, including APEX Fun Run, Open House, Musicals, Talent Show, STEM Night, Literacy Night, PTA Game Night, Student Council Movie Night, and PTA Restaurant Nights.</p> <p>Family and community input is provided for through our School Advisory Team meetings.</p> <p>Carson counselors are responsive to student and family needs, and provide information to families needing special services or support.</p> <p>Parent survey was given out to our families in May to elicit their feedback in order to plan for the 18-19 school year.</p>
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CSF 6: School Climate

<p>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.</p>

- | |
|---|
| <input checked="" type="checkbox"/> Teacher surveys |
| <input checked="" type="checkbox"/> Parent surveys |
| <input checked="" type="checkbox"/> Student surveys or panels |
| <input checked="" type="checkbox"/> Discipline |
| <input checked="" type="checkbox"/> Student attendance |
| <input checked="" type="checkbox"/> Extra-curricular activities and clubs |
| <input type="checkbox"/> Other |

Findings	<p>Teacher surveys at end of year provide information to administration on areas needing improvement, concerns, ideas, etc.</p> <p>Administration is available to teachers and staff--open door policy.</p> <p>Parent surveys at end of year target specific areas/needs/concerns.</p> <p>Discipline referrals are low, with positive incentive programs in place.</p> <p>Student attendance is high, with positive incentive programs in place.</p> <p>Carson offers a variety of extra curricular activities and clubs, including Talent Show, Chess, Strings, Drums, Art Club, STEAM Team, Young Astronauts, Solar Cars, Student Council, Destination Imagination, Safety Patrols, Choir, and C-TV.</p>
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CSF 7: Teacher Quality

<p>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.</p>

- | |
|--|
| <input checked="" type="checkbox"/> Teacher attendance |
| <input checked="" type="checkbox"/> Teacher experience and years on campus |
| <input checked="" type="checkbox"/> Class size |

<input checked="" type="checkbox"/> Staff retention rates		
<input checked="" type="checkbox"/> Alignment of curriculum, instruction, assessment		
<input checked="" type="checkbox"/> Alignment of CDB scores and STAAR results		
<input checked="" type="checkbox"/> Effectiveness of planning and collaboration		
<input checked="" type="checkbox"/> Professional development experiences and requests		
<input type="checkbox"/> Other		
<table border="1"> <tr> <td style="width: 10%;">Findings</td> <td> <p>Staff retention rates are high, with experience ranging from 0 years to 30+ years.</p> <p>Class sizes during the 2017-2018 year did not exceed 22-1 for K-4 or 26-1 for 5th grade, so no waivers were needed.</p> <p>District curriculum and KUDS provide for alignment of curriculum, instruction, and assessment.</p> <p>3rd Grade STAAR passing percentages for 2018: Reading: 84% Math 84%</p> <p>4th Grade STAAR passing percentages for 2018: Reading: 87% Math 91% Writing 76%</p> <p>5th Grade STAAR passing percentages for 2018: Reading 87% Math 96% Science 83%</p> </td> </tr> </table>	Findings	<p>Staff retention rates are high, with experience ranging from 0 years to 30+ years.</p> <p>Class sizes during the 2017-2018 year did not exceed 22-1 for K-4 or 26-1 for 5th grade, so no waivers were needed.</p> <p>District curriculum and KUDS provide for alignment of curriculum, instruction, and assessment.</p> <p>3rd Grade STAAR passing percentages for 2018: Reading: 84% Math 84%</p> <p>4th Grade STAAR passing percentages for 2018: Reading: 87% Math 91% Writing 76%</p> <p>5th Grade STAAR passing percentages for 2018: Reading 87% Math 96% Science 83%</p>
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Priority Needs

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

Priority Need 1

Intervention data is not being analyzed.

- CSF 1 Academic Performance
- CSF 2 Use of Quality Data to Drive Instruction
- CSF 3 Leadership Effectiveness
- CSF 4 Increased Learning Time
- CSF 7 Teacher Quality

Priority Need 2

Alignment gaps exist in vertical academic expectations.

- CSF 1 Academic Performance
- CSF 2 Use of Quality Data to Drive Instruction
- CSF 3 Leadership Effectiveness
- CSF 4 Increased Learning Time
- CSF 7 Teacher Quality

Priority Need 3

Student mastery of the TEKS is unclear to teachers.

- CSF 1 Academic Performance
- CSF 2 Use of Quality Data to Drive Instruction
- CSF 3 Leadership Effectiveness
- CSF 4 Increased Learning Time
- CSF 7 Teacher Quality

Campus: CARSON ES

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 05/22/2017

SAT Member	Name	Signature
Principal	Lori Shaw	
Parent Community Representative	Monie Mondragondevoss	
Staff Representative	Jessica Embry	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Lori Shaw	Principal
Melissa DeHoyos	Administrator
Aeshia Gibson	Staff Member
Elizabeth Soto	Staff Member
Jessica Embry	Staff Member
Monie Mondragondevoss	Parent
Marisa Flores-Mascorro	Parent
David Sosa	Business Representative
Jennifer Dhaemers	Community Member

CAMPUS: CARSON 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		Team Building Campus Data Review, Campus Routines & Procedures Refresher, Crisis Plan Refresher, Team Planning,	Assessment	All staff	All students	Local	6
08/22/2017		T-TESS Refresher, Dyslexia Training & PLC Foundations	Instruction	All staff	All students	Local	6
08/23/2017		Convocation, Grade book training, Workday	Technology	All staff	All students	Local	6
10/09/2017		District Staff Development & PLC Planning	Instruction	Prof staff	All students	Local	6
11/20/2017		Teacher Choice Hours	Instruction	Prof staff	All students	Local	6
11/21/2017	08/15/2017	Retreat Day, Team Building Activities	Collaboration	Prof staff	All students	Local	6
02/19/2018		Literature circles, Math Stations Make & Take, STAAR Blitz Planning	Instruction	Prof staff	All students	Local	6

CAMPUS: CARSON 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	85%	54%	85%	74%	76%	84%	57%	33%	87%
African-American	86%	57%	85%	62%	72%	94%	56%	39%	96%
Hispanic	82%	49%	82%	70%	74%	81%	51%	29%	85%
White	91%	64%	93%	84%	86%	90%	73%	43%	93%
Economically Disadvantaged	75%	45%	75%	66%	68%	80%	49%	27%	85%
Special Education	59%	33%	60%	44%	48%	58%	37%	26%	62%
At-Risk	63%	27%	60%	58%	58%	60%	24%	6%	65%
Limited English Proficient	88%	50%	93%	62%	63%	50%	25%	25%	55%
Asian	100%	33%	100%	89%	78%	50%	25%	0%	55%
American Indian	100%	100%	100%	73%	58%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	50%	50%	60%	75%	71%	100%	100%	0%	100%
Two or More	90%	80%	95%	80%	87%	92%	62%	54%	95%

WRITING (4)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	77%	45%	75%	64%	62%	66%	34%	13%	71%
African-American	80%	40%	85%	53%	56%	86%	43%	14%	88%
Hispanic	71%	39%	70%	60%	59%	60%	32%	15%	65%

White	85%	59%	85%	72%	73%	83%	38%	4%	85%
Economically Disadvantaged	65%	37%	65%	56%	52%	57%	29%	5%	60%
Special Education	53%	32%	58%	33%	32%	42%	17%	8%	50%
At-Risk	40%	10%	40%	44%	37%	30%	8%	3%	40%
Limited English Proficient	60%	60%	65%	54%	49%	50%	0%	0%	55%
Asian	100%	50%	100%	85%	72%	0%	0%	0%	0%
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%	100%	0%	0%	100%
Two or More	100%	67%	87%	70%	76%	50%	50%	25%	55%

MATHEMATICS (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	86%	53%	85%	79%	80%	88%	61%	32%	90%
African-American	93%	43%	96%	66%	72%	78%	39%	28%	80%
Hispanic	83%	50%	82%	77%	78%	85%	59%	29%	87%
White	91%	58%	95%	87%	88%	96%	70%	39%	96%
Economically Disadvantaged	79%	42%	76%	73%	73%	83%	57%	30%	85%
Special Education	54%	33%	55%	53%	56%	76%	39%	26%	78%
At-Risk	62%	27%	62%	67%	65%	69%	32%	10%	74%
Limited English Proficient	75%	50%	80%	73%	72%	100%	25%	25%	100%
Asian	100%	67%	100%	94%	86%	100%	75%	50%	100%
American Indian	100%	50%	100%	78%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	50%	100%	80%	78%	100%	0%	0%	0%
Two or More	90%	70%	95%	82%	89%	100%	69%	46%	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	85%	51%	85%	73%	76%	86%	43%	17%	88%
African-American	60%	20%	65%	59%	68%	100%	33%	0%	100%
Hispanic	85%	44%	83%	68%	73%	80%	34%	16%	85%
White	93%	78%	94%	84%	87%	95%	57%	24%	95%
Economically Disadvantaged	74%	23%	73%	65%	67%	82%	32%	11%	86%
Special Education	71%	41%	70%	44%	46%	67%	40%	27%	70%
At-Risk	69%	20%	67%	56%	59%	66%	11%	3%	70%
Limited English Proficient	N/A	N/A	N/A	57%	58%	100%	100%	100%	100%
Asian	100%	0%	100%	89%	75%	100%	0%	0%	100%
American Indian	100%	100%	100%	73%	60%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	0%	0%	50%	75%	93%	N/A	N/A	N/A	N/A
Two or More	100%	100%	100%	81%	86%	100%	100%	29%	100%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	96.8%	97%
African-American	95.4%	95.8%	97.3%	97%
Hispanic	95.6%	95%	96.7%	97%
White	96%	95.8%	97.1%	97%
Economically Disadvantaged	95.4%	94.4%	96.2%	97%
Special Education	94.5%	93.9%	95.3%	96%
Limited English Proficient	96.4%	95.8%	97.1%	97%
Asian	97.8%	96.8%	97.2%	97%
American Indian	95.3%	95.2%	95.9%	96%
Hawaiian Pacific Islander	95.5%	96.1%	97%	97%
Two or More	95.9%	96%	96.9%	97%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% of Students Retained	0.98%	0.19%	0.12%

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : Intervention data is not being analyzed.

Goal : Analyze targeted intervention data in order to determine if the students are making progress.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, State Compensatory
Timeline for Implementation	August 2017-June 2018
November Progress Check	We have held a refresher on how to run intervention reports. We have reviewed intervention data during our RTI Support Sessions and Tier 3 meetings. Our teachers have revamped their morning intervention groups based on current IRI data, common formative assessment data, and classroom assessment data.
March Progress Check	We continue to revamp our morning intervention groups based on CFA data, CDB data, IRI and TPRI data. We review intervention progress during Tier 3 meetings and our monthly RTI support sessions.
June Progress Check	We continued to revamp our morning intervention groups. We also planned our STAAR Blitz groups using our most recent data from CDB's, CFA's, and STAAR Mock tests. We reviewed student interventions and planned for 2018-2019 after holding an RTI Blitz day in late May.

Activity 1

Activity	System Safeguard: Analyze intervention data during PLC's and RTI support sessions for students in the RTI process.
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Person Responsible	Classroom teachers Special Education Collaborative Teachers Reading & Math Specialists Administrators
Monitoring Measures	PLC templates submitted to administrators
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Provide a staff development refresher on how to run intervention reports.
Person Responsible	Reading & Math Specialists Classroom teachers Administrators
Monitoring Measures	ERO attendance
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	System Safeguard: Revamp morning roundup intervention groups on a monthly basis after analyzing intervention data during PLC's
Person Responsible	Classroom Teachers Math & Reading Specialists Special Education Collaborative Teachers Administrators
Monitoring Measures	Updated morning intervention spreadsheets
Title 1 Fund	No
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 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	
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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 : Alignment gaps exist in vertical academic expectations.

Goal : Vertically align, implement, and monitor grammar instruction.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, State Compensatory

Timeline for Implementation	August 2017-June 2018
November Progress Check	Our grade levels have begun mapping out the grammar skills for the year during their summer planning sessions and during TEAM time. Our 3rd & 4th grade teachers have been having push in grammar lessons from our literacy specialist.
March Progress Check	Our grade levels continue to plan for their grammar lessons. Our literacy specialist is currently working on a Blitz for 4th grade focusing on revising & editing practice in preparation for the upcoming STAAR test. Our teachers continue to turn in writing samples for review by administration.
June Progress Check	We will continue to work on this area with the implementation of the new writing resource. We finished up the year with reviewing writing samples and visiting classrooms during writing instruction.

Activity 1

Activity	Provide grammar matters co-teaching lessons in 3rd grade classrooms.
Person Responsible	Literacy Specialist 3rd grade teachers Special Education Collaborative Teacher Administrators
Monitoring Measures	Walkthroughs T-TESS observations Lesson Plans
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Map out the grammar TEKS while curriculum mapping with the grade level teams & literacy specialist over the summer during planning sessions & during our back to school staff development week.
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Person Responsible	Classroom teachers Literacy Specialist Administrators
Monitoring Measures	Curriculum Maps Lesson Plans Monthly meetings with literacy specialist, grade level teams & administrators to review implementation of the grammar TEKS.
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 4. Develop and implement processes for vertical collaboration across bands of stakeholders.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

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

Activity 4

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

Activity 5

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

Goal 3

Need : Student mastery of the TEKS is unclear to teachers.

Goal : Create & administer common and formative assessments to determine TEKS mastery in Reading, Math, Writing, & Science.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, State Compensatory
Timeline for Implementation	August 2017-June 2018
November Progress Check	We have created and administered one CFA in reading and math for 4th & 5th grade. Our 3rd graders will take one in December. Our 2nd graders have completed one CFA for math. We will continue working on creating and administering CFA's in reading, math, and writing.
March Progress Check	We have continued to create Reading, Writing, and Math CFA's for 2nd-5th grade students. We haven't created any CFA's for Science thus far. We have administered the mock Science STAAR test to our 5th grade students as well as the CDB.
June Progress Check	We will continue creating CFA's during the 2018-2019 school year. We will also include our younger grades K & 1st in the process. We will implement Science CFA's next year, too. We hope to sit down with our grade levels after leadership institute to map out our CFA's for the 1st 9 weeks.

Activity 1

Activity	Develop common assessments for math, reading, writing, & science.
Person Responsible	Literacy & Math Specialists Special Education Collaborative Teachers Classroom teachers Administrators
Monitoring Measures	Lesson Plans PLC Agendas & Minutes Data Review Meetings

Title 1 Fund	No
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 2

Activity	Administer common assessments throughout the 9 weeks to determine if students are mastering the TEKS taught during the grading period.
Person Responsible	Classroom Teachers Special Education Collaborative Teachers Literacy & Math Specialists Administrators
Monitoring Measures	Data Tracking Sheets & Data Review Meetings Lesson Plans PLC Agenda & Minutes
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 5. Provide rigorous, complex, and meaningful learning that promotes readiness for post PK-12 experiences.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 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 campus & city-wide fitness and community health opportunities.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	August 2017-June 2018
November Progress Check	Our students & staff participated in the APEX Fun Run in October. The entire student body participated. We are holding our PTA Health Fair on Thursday, November 16th. The Go Kids Challenge will take place in the spring.
March Progress Check	Our students participated in the Jump Rope for Heart program. We are also having a Fam Fit Fun Night on April 5th to focus on making healthy choices and providing opportunities for families to exercise together during field day type activities.
June Progress Check	Our campus held a Fam Fit Night in April that was well attended by our families. They really enjoyed doing field events together as a family. It is something we will definitely do again.

Activity 1

Activity	Students participate in APEX Fun Run & Health Fair
Person Responsible	PTA Carson Staff
Monitoring Measures	Sign in sheets # of people participating in Fun Run & Health Fair
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 3. Establish and expand initiatives that promote effective community relations and meaningful two-way communication with all stakeholders.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Students participate in Go Kids Challenge in the spring.
Person Responsible	PE Teacher
Monitoring Measures	# of students participating in Go Kids Challenge
Title 1 Fund	No
Title 1 Campuses	
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	
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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	