



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

COLONIES NORTH ELEMENTARY SCHOOL

2017-2018

COLONIES NORTH ES

Needs Assessment 2017-2018

Process

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

May 1 faculty meeting; discussed EOY survey results; reviewed SIP progress monitoring results for reading, writing, data, PBIS, and attendance goals; looking at our progress on the SIP, the faculty decided that we need to keep the instructional focus on reading, writing, and data driven instruction; grade level teams reviewed and discussed how to revise/edit 2016-7 SIP goals and activities in preparation for early release SIP meeting.

May 5 early release meeting; shared results from the staff development needs and technology needs survey; faculty met in 10 vertical planning groups to review the 2016-17 SIP goals and activities; after reviewing our current data we brainstormed and discussed which active ities will need to be continued for the 2017-18 school year and which activities will need to be revised, deleted, or added; each vertical group turned in their feedback notes for each goal and activities;

May 15 leadership team meeting; the leadership members from each vertical group shared their groups feed back focused on the reading and writing goals and activities; as a campus we did not reach the reading goal or writing goal that had been set; we discussed creating goals focusing on collecting data for the students who are present on PEIMS snapshot date since we have a high mobility rate; we also discussed writing a goal on focusing on student growth and tracking students; we decided as a leadership team on the goals and the activities that were written, however, we will revisit in August/September

May 22 leadership team meeting; the leadership members from each vertical group shared their groups feedback focused on the data driven instruction, PBIS, and attendance goals and activities; as a campus we did meet our PBIS goal and discipline referrals were greatly decreased; we did not meet our data goal or attendance goal; we decided as a leadership team on the goals and the activities that were written; we also discussed the staff development plan for the 2017-18 school year.

May 25 SAT/PIC meeting; the SIP staff development plan for the 2017-18 school year was reviewed and agreed upon.

July 27 District Data Day; CNE is a TEA focus school due to Federal Guidelines using our 2016 Accountability report from TEA; our performance status in 10 areas were not met. Our data leadership team created a math goal for our SIP. We replaced the attendance goal with a math goal.

September 18 reviewed the SIP plan Goals and activities with faculty; suggested revisions based upon feedback from Don Van Winkle and Jessica Palomares; asked teams to discuss and bring back feedback to next Leadership Team meeting

September 25 Leadership meeting-reviewed, discussed, and revised SIP goals and activities

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 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 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>As of June 21, 2016 student demographics/populations from schoolnet: about 773 students enrolled 67% economically disadvantage 8.6% special education 52% LRE (we have 2 ALE units and PPCD) 34% LEP 54.5% stability according to 2016 EOY data</p> <p>The EOY reading data from NEAR for reading on or above grade level: Kinder=74% 1st grade=54% 2nd grade=47% 3rd grade=51% 4th grade=55% 5th grade=57% overall=56% We did not meet our 65% overall goal.</p> <p>STAAR reading raw data: Gr. 3 57% approaching vs 2016 66% Gr. 4 55% approaching vs 2016 49% (showed growth); vs Gr. 3 2016 66% Gr. 5 67% approaching vs 2016 ; vs Gr. 4 2016 49% (showed growth)</p> <p>The EOY writing data from NEAR for overall proficiency (3 or 4 in grades 3-5; 2,3, or 4 in grades K-2): Gr. K 83% compared to 2016 EOY 100% Gr. 1 72% compared to 2016 EOY 93% and EOY Kinder 100% Gr. 2 68% compared to 2016 EOY 68% and EOY Gr. 1 93% Gr. 3 56% compared to 2016 EOY 42% and EOY Gr. 2 68% Gr. 4 33% compared to 2016 EOY 33% and EOY Gr. 3 42% Gr. 5 62% compared to 2016 EOY 55% and EOY Gr. 4 33% overall=62% We did not improve EOY proficiency by 10% in grades K, 1, 2, 4, and 5 Grade 3 did improve by 14%.</p> <p>STAAR writing raw data 40% approaching vs 42% in 2016.</p>
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CSF 2: Use of Quality Data to Drive Instruction

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

Student attendance

Discipline

Grades

CDBs

Common Assessments

Other

Findings	<p>Attendance rate was 95.26% for 2016-17 and 95.11 for 2015-16 so we did increase by .15%. We had contests for students, quarterly rewards and semester attendance celebrations. Progress reports were sent home every 4-5 weeks.</p> <p>Grade levels met with the administration and intervention specialist after each CDB to discuss the data and instructional needs (tutoring groups, reteach, enrichment groups).</p> <p>The primary teachers met with the reading specialist and intervention specialist to analyze the TPRI data to drive their instruction.</p> <p>We focused on using data to make all instructional decisions regarding flexible tutoring groups with the specialists, ESL tutor and At-Risk IA.</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>The principal has delegated responsibilities to leadership team members. Structures of decision making include: LT, SAT?PIC, PBIS Team, grade level teams, and Admin. Team.</p> <p>Teacher surveys for PBIS school climate, professional development needed, technology support needed, campus areas of strengths and areas of growth needed.</p> <p>The faculty had input in writing the campus SIP goals and activities.</p> <p>Admin. had professional conversations with faculty and staff and gave written feedback regarding strengths and areas of growth needed.</p> <p>Weekly bulletin and emails were used as tools to communicate with the faculty, along with face to face meetings.</p> <p>Monthly Cougar Chronicle and teacher weekly bulletins are used as tools to communicate to the parents.</p> <p>School messenger and email were used as tools to communicate with parents. Teachers also used Remind 101 and Class Dojo to communicate with parents.</p> <p>School Climate/PBIS surveys were given to a sample of parents, faculty/staff, and students. Feedback was used to develop our PBIS plan for the new year.</p> <p>Positive school climate. Celebrate our diversity.</p> <p>Staff willingness to attend professional development. Learning walks have been beneficial for teachers to see other teachers teaching GR and WW.</p>
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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 enrichment

Findings	<p>We offered before school math labs in the two computer labs for 3-5 students based on data.</p> <p>We offered 7:55-8:25 math lab in two computer labs for K-5 students based on data.</p> <p>We offered end of the day reading tutoring in the two computer labs for grades 2-5 and in the library for grades K-1.</p> <p>Computer based interventions (IL, iStation, Lexia, TTM, FASTTMath) were used based upon a variety of student data from unit tests, CDBs, facts tests, TPRI data, and IRI data.</p> <p>We had monthly team meetings to focus on the Rtl process with the intervention specialist. Fidelity, targeting, and progress monitoring of interventions continues to be our focus.</p> <p>Discipline data was positive. We saw a huge decrease in office referrals which we credit PBIS and CHAMPS expectations school-wide.</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>The admin. team used schoolmessenger and monthly newsletter to communicate with parents.</p> <p>Family Specialist sent home flyers about family engagement events to parents and followed up by calling parents personally.</p> <p>Teachers used weekly newsletters, daily behavior calendar folder, email, Remind 101, Class Dojo, and parent phone calls to communicate with parents.</p> <p>Family events were planned: Family Literacy Night, Family Math and Science Night, Student-Led conferences, 50th Anniversary for CNE, PAWS monthly meetings, monthly parent academies, and coffee talks.</p> <p>Family engagement parental survey was used to plan for topics for the family events. Catholic Charities assisted with providing translators as needed.</p> <p>We had a family event at Auburn Creek apartments to encourage more families to attend.</p> <p>Community in Schools continues to serve our campus, along with Learning Tree. Together they offered "Raising Highly Capable Kids" training for parents.</p> <p>We continue to focus on ways to get parents engaged in school events.</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>Input from teacher, parent and student surveys are shared with faculty and used to reflect upon practices and focus on improvement.</p> <p>CHAMPS classroom management was our campus focus this year, and we did see a decrease from 130+ office referrals to 77 referrals for classroom incidents.</p> <p>Numerous after school clubs are offered for students participate (art club, Cardboard Arcade, American Girls Club, solar cars, young astronauts, choir, strings, etc.)</p> <p>Attendance rate was 95.26% for 2016-17.</p> <p>We plan to celebrate monthly to reward students and parents for attendance. CIS will continue to support.</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 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 type="checkbox"/> Alignment of CDB scores and STAAR results
<input type="checkbox"/> Effectiveness of planning and collaboration
<input type="checkbox"/> Professional development experiences and requests
<input type="checkbox"/> Other
Findings
Staff Attendance rate was 98.13% for 2016-17.

Priority Needs

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

Priority Need 1

Increase the number of students reading on or 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

Increase the number of students writing on a proficiency 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 3

Increase number of students scoring proficient on math assessments.

- 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 4

Continue with consistency of using campus-wide PBIS common area expectations and CHAMPS classroom management structure to reduce office referrals.

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 5

English Language Learners (ELL) in 3rd, 4th, and 5th grades are scoring below the federal standard in reading.

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: COLONIES NORTH 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	Kris Cotton	
Parent Community Representative	Elizabeth Vidales	
Staff Representative	Monica Browning	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Kris Cotton	Principal
Matthew Scherwitz	Administrator
Dana Faris	Staff Member
Samantha Lungstrum	Staff Member
Monica Browning	Staff Member
Geronimo Aguirre	Parent
Crystal Boedecker	Parent
Susan Mendez	Parent
Tanielle Jordan	Parent
Elizabeth Vidales	Community Member
Kris Cotton	Principal
Matthew Scherwitz	Administrator
Dana Faris	Staff Member
Samantha Lungstrum	Staff Member
Monica Browning	Staff Member
Geronimo Aguirre	Parent
Crystal Boedecker	Parent
Susan Mendez	Parent

CAMPUS: COLONIES NORTH 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		Data Review; SIP Review; Campus Handbook, PBIS/CHAMPS & Schedules Review; T-TESS Refresher	Assessment/Classroom Management	Faculty	All Students; Subgroups	Local	6
08/22/2017		NISD Convocation; Teacher Access Center (Gradebook); PLC Foundations	Collaboration/Technology	Faculty	All students; subgroups	Local	6
08/23/2017		Word Study/Phonics; Grammar Matters; Literacy Block	Curriculum/Instruction	Faculty	All Students; subgroups	Local	6
10/09/2017		District Staff Development: PLC Campus Staff Development: Technology Integration	Collaboration/Technology	Faculty	All Students; subgroups	Local	6
11/20/2017	08/14/2017	Technology Retreat & Team Building	Technology Integration	Faculty	All Students; subgroups	Local	6
11/21/2017		Teacher Choice 6 hours	Instruction	Faculty	All Students; subgroups	Local	6
02/19/2018		Data Review and SIP Review in vertical teams; Technology Integration; Student Led Conferences	Collaboration	Faculty	All Students; subgroups	Local	6

CAMPUS: COLONIES NORTH 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	62%	32%	60%	74%	76%	59%	30%	17%	62%
African-American	52%	30%	55%	62%	72%	46%	11%	6%	49%
Hispanic	71%	32%	68%	70%	74%	66%	33%	17%	69%
White	67%	42%	67%	84%	86%	79%	50%	30%	82%
Economically Disadvantaged	51%	26%	49%	66%	68%	47%	20%	10%	50%
Special Education	41%	25%	34%	44%	48%	29%	25%	4%	32%
At-Risk	42%	14%	38%	58%	58%	43%	14%	10%	46%
Limited English Proficient	30%	12%	29%	62%	63%	31%	9%	8%	34%
Asian	28%	17%	24%	89%	78%	31%	10%	6%	34%
American Indian	0%	0%	N/A	73%	58%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	50%	50%	53%	75%	71%	0%	0%	0%	N/A
Two or More	100%	33%	86%	80%	87%	57%	57%	43%	60%

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	41%	13%	40%	64%	62%	40%	18%	7%	43%
African-American	25%	0%	25%	53%	56%	45%	18%	9%	48%
Hispanic	41%	9%	42%	60%	59%	42%	18%	6%	45%

White	54%	29%	50%	72%	73%	61%	39%	11%	64%
Economically Disadvantaged	38%	6%	32%	56%	52%	31%	10%	4%	35%
Special Education	0%	0%	50%	33%	32%	43%	29%	29%	47%
At-Risk	29%	5%	26%	44%	37%	16%	6%	0%	19%
Limited English Proficient	39%	10%	30%	54%	49%	14%	3%	0%	17%
Asian	27%	13%	27%	85%	72%	14%	0%	0%	17%
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%	0%	0%	0%	N/A
Two or More	100%	0%	100%	70%	76%	50%	25%	25%	53%

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	67%	32%	64%	79%	80%	66%	32%	12%	69%
African-American	59%	22%	63%	66%	72%	43%	9%	0%	46%
Hispanic	71%	31%	66%	77%	78%	70%	32%	11%	73%
White	73%	45%	73%	87%	88%	84%	54%	25%	87%
Economically Disadvantaged	59%	25%	56%	73%	73%	55%	23%	7%	58%
Special Education	44%	25%	45%	53%	56%	33%	25%	0%	36%
At-Risk	50%	14%	46%	67%	65%	53%	20%	7%	56%
Limited English Proficient	46%	17%	46%	73%	72%	47%	19%	7%	50%
Asian	45%	21%	46%	94%	86%	51%	24%	6%	54%
American Indian	100%	0%	N/A	78%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	0%	N/A	80%	78%	100%	0%	0%	N/A
Two or More	83%	50%	71%	82%	89%	57%	57%	29%	60%

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	63%	20%	58%	73%	76%	60%	27%	10%	63%
African-American	56%	11%	59%	59%	68%	50%	20%	0%	53%
Hispanic	67%	20%	60%	68%	73%	61%	24%	8%	64%
White	85%	31%	72%	84%	87%	74%	47%	26%	77%
Economically Disadvantaged	58%	16%	56%	65%	67%	49%	20%	7%	52%
Special Education	17%	17%	20%	44%	46%	14%	14%	0%	17%
At-Risk	47%	13%	43%	56%	59%	51%	17%	5%	54%
Limited English Proficient	38%	14%	36%	57%	58%	27%	5%	0%	30%
Asian	38%	23%	41%	89%	75%	47%	7%	0%	50%
American Indian	0%	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	100%	0%	100%	81%	86%	100%	100%	50%	100%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	95.3%	96%
African-American	95.4%	95.8%	95.6%	96%
Hispanic	95.6%	95%	95%	96%
White	96%	95.8%	95.4%	96%
Economically Disadvantaged	95.4%	94.4%	94.7%	96%
Special Education	94.5%	93.9%	93.7%	96%
Limited English Proficient	96.4%	95.8%	95.4%	96%
Asian	97.8%	96.8%	95.7%	96%
American Indian	95.3%	95.2%	95.9%	96%
Hawaiian Pacific Islander	95.5%	96.1%	95.9%	96%
Two or More	95.9%	96%	97.5%	97.5%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% of Students Retained	0.98%	0.52%	0.52%

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : Increase the number of students reading on or above grade level.

Goal : 65% of students reading below or on level in grades 1-5 will grow one or more years in reading as measured by IRIs. System Safeguards: to address Asian, Eco-Dis., and ELL sub-populations in reading.

Goal Details

Student Groups Impacted	All Students, Asian, Special Education, At Risk, Eco-Dis, ELL, Migrant, Homeless
Funding Needed	Local, Title III, State Compensatory, Other
Timeline for Implementation	August 2017-June 2018

November Progress Check	<p># Students(PEIMS);# Students w/ 1 level growth;% Students w/ 1 level growth;# Students w/ 2+ levels growth;% Students w/ 2+ levels growth</p> <p>Grade 1: 79; 22; 28%; 15; 19% Grade 2: 92; 34; 37%; 12; 13% Grade 3: 82; 22; 27%; 2; 2% Grade 4: 93; 6; 6%; 0; 0% Grade 5: 78; 4; 5%; 0; 0%</p> <p>Teachers gave BOY IRIs during week 3 or 4 and then again week 9. We did not see much growth. Guided reading didn't start until week 5. We expect to see more growth in the data after the 2nd nine weeks. Newcomer teachers data was not included.</p> <p>PAWS video views: video 1 had 14 views; video 2 had 41 views; video 3 had 32 views</p> <p>Grade level Parent Academic Nights: Second grade team-fluency; 61 parents invited; only 9 attended Third grade team-vocabulary; 40 parents invited; only 6 attended</p>
March Progress Check	<p># Students(PEIMS);# Students w/ 1 level growth;% Students w/ 1 level growth;# Students w/ 2+ levels growth;% Students w/ 2+ levels growth</p> <p>Grade 1: 76; 8; 11%; 66; 87%; overall growth 91% Grade 2: 90; 24; 27%; 42; 47%; 74% Grade 3: 77; 24; 31%; 49; 64%; 95% Grade 4: 93; 48; 52%; 23; 25%; 77% Grade 5: 78; 19; 24%; 08; 10%; 34%</p> <p>Grades 1-5 overall =74% Newcomer teachers data was not included. Grade level Parent academic nights were not successful. They didn't have a direct correlation or impact to our SIP goal. We do not plan on keeping the activity for next year. We will be structuring our parent nights differently next year, but won't be a SIP activity. The same for PAWS.</p>
June Progress Check	<p>Grade 1: 49/56; 88% Grade 2: 44/75; 59% Grade 3: 55/75; 73% Grade 4: 43/85; 50% Grade 5: 26/77; 34%</p> <p>grades 1-5 overall: 60% students with 1+year's growth; did not meet 65% goal</p>

Activity	Teachers will train parents on strategies on how to work with their child in the area of reading via webinars and videos posted.
Person Responsible	Literacy Specialists Teachers TSS
Monitoring Measures	Documentation includes: communication with parents such as invite, sign in sheets, number of online views, parent surveys
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 4, SWC 6, SWC 7, SWC 10
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 2

Activity	Revise and continue to implement literacy stations that are meaningful, differentiated and targeted such as reader's workshop and conferring. Professional development will be provided by the literacy team who will be conducting an conferring book study.
Person Responsible	Literacy Specialists Teachers PK-5 Administration
Monitoring Measures	team planning sessions lesson plan checks classroom visits and coaching by literacy specialists walk through visits by administration
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

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	Target parent invitations for families with students who are struggling in the specific area of reading and/or writing skill based upon data and teacher observations. Teachers will train parents on strategies on how to work with their child at home in the specific area. Each grade level will facilitate one parent academy focused on reading or writing.
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Person Responsible	Suggested targeted areas/skills: Kinder team-phonemic awareness First grade team-phonics Second grade team-fluency Third grade team-vocabulary Fourth grade team-writing Fifth grade team-comprehension Literacy Specialists and Special Education Team will support. Administration Family Engagement Chairperson
Monitoring Measures	Documentation includes: communication with parents such as invite, agenda, sign in sheets, parent surveys calendar
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 4, SWC 6, SWC 8, SWC 10
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 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 : Increase the number of students writing on a proficiency level.

Goal : Increase the percentage of the students in grades K-5 scoring proficient in writing on a personal narrative by 10% as measured by the grade level rubric (teacher based in kinder and 1st, district in 2nd - 5th). System safeguards: to address all students, Hispanic, and Eco. Dis. sub-populations in writing.

Goal Details

Student Groups Impacted	All Students, Asian, Special Education, At Risk, Eco-Dis, ELL, Migrant, Hispanic, Homeless
Funding Needed	Local, Title III, State Compensatory, Other
Timeline for Implementation	August 2107-June 2018
November Progress Check	Based on activity 3 grade level: # Students w/ Proficient Writing Score; % Students w/ Proficient Writing Score kinder: 37; 39% first grade: 32; 41% second grade: 41; 45% third grade: 17; 21% fourth grade: 6; 6% fifth grade: 19; 24%

March Progress Check	Based on activity 3 grade level: PEIMS # of Students; # Students w/ Proficient Writing Score; % Students w/ Proficient Writing Score kinder: 87; 53; 61% first grade: 76; 45; 59% second grade: 90; 45; 50% third grade: 77; 34; 44% fourth grade: 93; 19; 20% fifth grade: 78; 29; 37%
June Progress Check	Kinder: 60/79; 60% grade 1: 45/56; 80% grade 2: 57/75; 76% grade 3: 45/75; 60% grade 4: 33/86; 38% grade 5: 39/77; 51% grades K-5 overall: 64% need to compare results to 2017 EOY results

Activity 1

Activity	K-5 teachers will embed grammar lessons into the writer's workshop mini-lessons specific to student needs and embed grammar into teacher made rubrics.
Person Responsible	Teachers Literacy Specialists Central Office Support Staff Administration
Monitoring Measures	team planning sessions lesson plan checks classroom visits and coaching by literacy specialists walk through visits by administration samples of teacher made rubrics samples of student writing collections
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 9
Promote Community Involvement	

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

Activity 2

Activity	Continue to implement the writer's workshop framework in grades K-5 with a focus on author's chair and genre celebrations.
Person Responsible	Teachers Literacy Specialists Central Office Support Staff 4th grade teachers share writing ideas/strategies administration
Monitoring Measures	team planning sessions lesson plan checks classroom visits and coaching by literacy specialists walk through visits by administration samples of student writing collections evidence tracking student rubric scores resources: rubrics and literacy specialists
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 5. Provide rigorous, complex, and meaningful learning that promotes readiness for post PK-12 experiences.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Students will write a baseline personal narrative at the BOY to be revised each quarter. Students will be given the opportunity to self-reflect/self-evaluate on their personal writing.
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Person Responsible	Teachers Literacy Specialists Administration
Monitoring Measures	Teachers will turn in student writing folders with personal narrative and district rubric each quarter to track student progress/growth.
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	
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 : Increase number of students scoring proficient on math assessments.

Goal : 60% of all students in grades 1-5 will pass end of unit math assessment at 70% or higher.

Goal Details

Student Groups Impacted	All Students, Asian, Special Education, At Risk, Eco-Dis, ELL, Migrant, Hispanic, Homeless
Funding Needed	Title II, State Compensatory
Timeline for Implementation	September 2017 through June 2018

November Progress Check	<p>grade level: # EOU Assessments w/ score 70% or higher; %EOU Assessments w/ score 70% or higher</p> <p>second grade: 187/276; 68% Each teacher gave 3 unit assessments.</p> <p>third grade: 96/164; 56% Each teacher gave 2 unit assessments.</p> <p>fourth grade: 104/186; 56% Each teacher gave 2 unit assessments.</p> <p>fifth grade: 48/78; 59% Each teacher gave 1 unit assessment.</p> <p>59% overall for grades 2-5</p> <p>Kinder and first grade have only given common formative assessments, not end of unit assessments.</p>
March Progress Check	<p>grade level: # EOU Assessments w/ score 70% or higher; %EOU Assessments w/ score 70% or higher</p> <p>first grade: 79/142; 56%</p> <p>second grade: 332/523; 63%</p> <p>third grade: 260/468; 56%</p> <p>fourth grade: 238/421; 57%</p> <p>fifth grade: 51/78; 65%----grade five's data isn't updated; they only have one unit test</p> <p>59% overall for grades 1-5</p> <p>Kinder is not included.</p>
June Progress Check	<p>Kinder: 113/152; 74%</p> <p>Grade 1: 176/224; 76%</p> <p>Grade 2: 209/318; 66%</p> <p>Grade 3: 228/424; 54%</p> <p>Grade 4: 261/469; 56%</p> <p>Grade 5--did not update data</p> <p>grades K-4 overall: 65%</p>

Activity 1

Activity	Common Formative Assessments will be given every 2-3 weeks depending on the length of the specific math unit in grades K-5.
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Person Responsible	Classroom Teachers
Monitoring Measures	CFA data collection every 2-3 weeks; data collection for each end of unit assessment on spreadsheet
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	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	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

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

Activity 4

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

Activity 5

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

Goal 4

Need : Continue with consistency of using campus-wide PBIS common area expectations and CHAMPS classroom management structure to reduce office referrals.

Goal : Reduce classroom office referrals by 10% as compared with previous school year's 71 classroom office referrals.

Goal Details

Student Groups Impacted	All Students, Asian, Special Education, At Risk, Eco-Dis, ELL, Migrant, Hispanic, Homeless
Funding Needed	Local, Title III, State Compensatory, Other
Timeline for Implementation	August 2017- June 2018

November Progress Check	25 office referrals for classrooms 10 common area office referrals 1 alternative school referral
March Progress Check	As of Feb. 25, 2018 Hallway: 5 Cafeteria: 6 Recess: 7 Bus: 21 Classroom: 63 Restroom: 1 Gym: 5 Technology-computer lab: 1 Total: 109 1 kinder alternative school for 15 days
June Progress Check	Classroom: 139 Hallway: 12 Cafeteria: 15 Recess: 22 Bus: 28 Restroom: 4 Gym: 7 Office: 2 We increased in classroom referrals instead of decreasing. We did have repeat offenders. Five students contributed to 63 of the 139 classroom referrals. 76 referrals were other students. One of the five repeat offenders qualified for SE as ED. Another one went to the Kids Kinder Program for behavioral support. Another one of the five, the parents took him to the doctor and he was identified as having ADHD and other concerns. He now has a 504 plan to support him behaviorally. These 3 students had a total of 49 out of the 63.

Activity 1

Activity	Year 3 PBIS (Positive Behavior Interventions & Support) RtI Tier 2 & 3 interventions (check in check out system), CHAMPS in all classrooms PK-5 and continue to enforce school wide expectations for all common areas. Collect and analyze discipline referral data.
Person Responsible	All Faculty and Staff: Teachers, Instructional Assistants, Custodians, Counselors PBIS Team Administration District PBIS Support Intervention Specialist

Monitoring Measures	Monthly progress monitoring of discipline data and share with PBIS team and/or faculty. Faculty, Parent, Student Surveys Rtl "check in check out" system data collection
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 7, SWC 10
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	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	
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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 5

Need : English Language Learners (ELL) in 3rd, 4th, and 5th grades are scoring below the federal standard in reading.

Goal : The percentage of English Language Learners in 3rd, 4th, and 5th grade scoring at the approaching grade level standard in reading will increase from 52% to 53% as measured by the 2018 STAAR reading test in the 2017-2018 school year. TEA School Focus Reading Goal

Goal Details

Student Groups Impacted	Asian, At Risk, ELL
Funding Needed	Local, Title III, State Compensatory, Other
Timeline for Implementation	August 2017 through June 2018

November Progress Check	# Students(PEIMS);# Students w/ 1 level growth;% Students w/ 1 level growth;# Students w/ 2+ levels growth;% Students w/ 2+ levels growth third grade ELLs: 7/20; 35%; 1/20; 5% fourth grade ELLs: 4/15; 27%; 0/20; 0% fifth grade ELLs: 3/20; 15%; 0/20; 0%
March Progress Check	ELL students scoring 60% or above on Reading CDB: 3rd Grade 9/21= 43% 4th Grade 9/27=33% 5th Grade 7/26=27% CNE Total 25/74=34%
June Progress Check	2018 STAAR results (raw data) 3rd grade Reading STAAR- LEP= 13/30 students; 43% approaches 4th grade Reading STAAR- LEP= 13/39 students; 33% approaches 5th grade Reading STAAR (April/May cumulative) LEP= 13/30 students; 43% approaches CNE total: 39/99 students: 39% approaches

Activity 1

Activity	Implement guided reading effective components in grades k-5, targeting word study, by providing supplemental materials and resources for students at Colonies North ES. TEA Focus School Activity
Person Responsible	Classroom teachers Literacy Specialists Administration Central Office Support Staff

Monitoring Measures	team planning sessions; lesson plan checks; classroom visits and coaching by literacy specialists; walk through visits by administration; evidence in reading levels growth; running records and IRI tracking; ELL student tracking resources: RR forms, literacy specialists, word study materials
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 5. Provide rigorous, complex, and meaningful learning that promotes readiness for post PK-12 experiences.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Colonies North ES staff will attend the TexTESOL 2017 State Conference to receive supplemental professional development to learn strategies that will support academic success for ELL students. These staff members will share strategies with the Colonies North ES faculty. TEA Focus School Activity
Person Responsible	Classroom Teachers Administration
Monitoring Measures	Attendance of conference follow up meetings to share PD
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.

Promote a Safe Environment for Students and Staff	
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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	

Goal :

Increase curl up campus score by 3% as compared to previous school year's score 57.5%

Goal Details

Student Groups Impacted	All Students, Asian, Special Education, At Risk, Eco-Dis, ELL, Migrant, Hispanic, Homeless
Funding Needed	Local, Other
Timeline for Implementation	August 2017- June 2018 Pre-assessment in September Quarterly checks Post-assessment in April/May

November Progress Check	Pretest data: average of 18.8 curl ups per student.
March Progress Check	Post test data will be at the EOY.
June Progress Check	<p>TOTAL total tested 302 # fail 65 #pass 230 %Pass 0.761589404 average score 34.97954103 *We met/exceeded the campus goal of 60.5%.</p> <p>3RD total tested 106 # fail 24 #pass 80 %Pass 0.754716981 average score 28.63207547</p> <p>4TH total tested 112 # fail 21 #pass 88 %Pass 0.785714286 average score 37.83035714</p> <p>5TH total tested 84 # fail 20 #pass 62 %Pass 0.738095238 average score 38.47619048</p>

Activity 1

Activity	Students in grades 3-5 will participate in a curl up exercise routine 2-3 times per week during the physical education class.
Person Responsible	PE Coach PE Instructional Assistant

Monitoring Measures	Pre-assessment in September Quarterly checks Post-assessment in April/May
Title 1 Fund	Yes
Title 1 Campuses	SWC 1
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

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

Activity 3

Activity	
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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	