



NORTHSIDE  
SCHOOL



INDEPENDENT  
DISTRICT



## SCHOOL IMPROVEMENT PLAN

### ELLISON ELEMENTARY SCHOOL

2017-2018

#### OUR MISSION

Bonnie Ellison Elementary School will create innovative and diverse learning experiences for all students in a safe and enriching environment through rigorous instruction that fosters leadership and perseverance.

Be Innovative...Be Bold...Be Ellison!

# ELLISON ES

## Needs Assessment 2017-2018

### Process

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

State assessment data including STAAR, TELPAS, and NISD Data Day analyses were reviewed from prior school year. Weekly grade level “Data Day Meetings” were utilized throughout the year to monitor student achievement using reading assessments, writing samples, and curriculum diagnostic benchmarks. Evidence of learning needs in writing and math surfaced through these weekly meetings, T-TESS observations & walkthroughs, and T-TESS pre/post conferences. During the March 3rd early release staff development day, two protocols were used to gather teacher input toward improving student learning in writing and math. Feedback from the writing focus group protocol and math four square protocol was then considered and vetted through the campus instructional leadership team. During the May early release staff development day, drafted SIP goals were shared and discussed. Using teacher input, the leadership team then revised and finalized the goals at the May leadership meeting. Grade level teams developed proposed activities in support of the SIP goals. The leadership team selected those activities that would most impact student achievement for inclusion in the SIP.

## 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.

<b>CSF 1: Academic Performance</b>	
Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.	
<input checked="" type="checkbox"/> STAAR/EOC/TAKS	
<input checked="" type="checkbox"/> Regression graphs	
<input checked="" type="checkbox"/> Student demographics	
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE	
<input checked="" type="checkbox"/> TELPAS	
<input checked="" type="checkbox"/> Promotion/retention (Elementary)	
<input type="checkbox"/> Failure rates (Secondary)	
<input type="checkbox"/> Completion and graduation rates (High School)	
<input type="checkbox"/> SAT/ACT (High School)	
<input type="checkbox"/> AP (High School)	
<input type="checkbox"/> Other	
Findings	<p>Strengths:            Regular team meetings to discuss student performance            Data driven instruction            SWARM            RtI: Intervention/pullout support/progress monitoring            STAAR writing composition scores improved from spring 2015 to spring 2016</p> <p>Opportunities for Growth:            TELPAS Composite Scores have remained stable but not improved while bilingual population has increased            STAAR scores indicate decrease with the 3rd grade cohort of students            STAAR Writing has increased with some emphasis; momentum can be built upon            Instructional rounds and vertical conversations about writing            Flexible and focused intervention groups</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.

 Student attendance Discipline Grades CDBs Common Assessments Other

Findings	<p><b>Strengths:</b>  Progress monitoring (IRIs, Running Records, TPRI, Behavior Contracts, Math Assessments, Journals, CDBs, IEP Goals/Objectives)  Student Led Conferences  Successfully decreased the discrepancy between sped and gen ed students receiving OSS</p> <p><b>Opportunities for Growth:</b>  Developing common assessments as we move away from frequency of standardized NISD benchmarks  Define math progress monitoring  Aligning campus practices with the revised NISD Student Leadership program  Clarity needed on discipline procedures</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	<p><b>Strengths:</b>  Leadership roles are encouraged, open and available to all staff  Leadership team is rotating on two-year basis to develop leadership capacity  Student Engagement Leadership Book Study</p> <p><b>Opportunities for Growth:</b>  T-TESS and T-PESS implementation  Fulltime Language Support Teacher begins in 2017  Shared roles/partnership  Mentorship/apprenticeship  Professional development to foster leadership</p>
----------	--

**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><b>Strengths:</b>  Enrichment Activities  Professional Development  Library Accessibility  Data Day Meetings  SWARM</p> <p><b>Opportunities for Growth:</b>  Continue to provide common vision for behavioral expectations through Town Hall meeting  Instructional Rounds</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.

- Communication
- Family and community activities
- Family and community input
- Family and community services

<input checked="" type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	
Findings	<p>Strengths:            Family Nights on and off campus            Cafecito            PreK Family Night offerings            WatchDOGS</p> <p>Opportunities for Growth:            Academic Night refinement based on last year's feedback            Bilingual Family Engagement/Involvement            Ensuring all outgoing flyers are translated</p>

<b>CSF 6: School Climate</b>	
School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.	
<input 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>Strengths:            Parent Involvement/PTA            Bee Jubilee/Assemblies            Buddy Classes &amp; Class Meetings            Admin Visible/Accessible            Many community ed offerings after school</p> <p>Opportunities for Growth:            Align Bee Jubilee performance expectations to engage and inform student audience            Clarify and revisit discipline expectations for students and staff each year</p>

<b>CSF 7: Teacher Quality</b>	
Teacher Quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development. Evidence shows that low income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers.	
<input checked="" type="checkbox"/> Teacher attendance	
<input checked="" type="checkbox"/> Teacher experience and years on campus	

- 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>Strengths:  On site staff development provided  Data Day Meetings</p> <p>Opportunities for Growth:  Instructional Rounds  Time to plan (extended planning)  Quality staff development based on campus needs, research, and assignment; differentiate staff development</p>
----------	---

**Priority Needs**

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

Priority Need 1

There are inconsistencies in delivery models for writing instruction that impact student performance.
CSF 1 Academic Performance

Priority Need 2

Teachers need clarity of expectations for all components of math framework to ensure all students are receiving balanced mathematics instruction.
CSF 1 Academic Performance

Priority Need 3

There is minimal evidence of innovative learning opportunities for students.
CSF 4 Increased Learning Time

**Campus: ELLISON ES**

**School Improvement Plan Signatures**

**School Advisory Team approves the full campus improvement plan.**

**Date of SAT Meeting: 05/30/2017**

<b>SAT Member</b>	<b>Name</b>	<b>Signature</b>
Principal	Carin Adermann	
Parent Community Representative	Melissa Moran	
Staff Representative	Cristina Gonzalez	

**LIST SAT MEMBERS IN THE BLANKS BELOW**

<b>FULL NAME</b>	<b>POSITION</b>
Carin Adermann	Principal
Julie Meneses	Administrator
Melissa Moran	Parent
Maria Miers	Parent
Renee Yew	Parent
Laura Dittmar	Staff Member
Cristina Gonzalez	Staff Member
Elsa Ruiz	Community Member
Miguel Velasco	Business Representative
Yvette Aki	Central Office Representative



**CAMPUS: ELLISON 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**

<b>Date</b>	<b>Alternate Date(s)</b>	<b>Title and Description or Teacher Choice</b>	<b>Staff Development Area</b>	<b>Audience</b>	<b>Targeted Student Group</b>	<b>Funding Source / Costs</b>	<b># of CPE Hours</b>
08/21/2017		Ellison Inspired: The Hive as a PLC (a.m. w/guest Bonnie Ellison) & Who's in Your Hive PRF/eRtl Review (p.m.) w/specialist pullouts)	Collaboration	All Staff	All	Local	6
08/22/2017		Writers' Workshop	Instruction	Professionals	All	Local	6
08/23/2017	08/24/2017	Convocation (8:00 a.m.) & T-TESS Overview	Collaboration	Professionals	All	Local	6
10/09/2017		NISD PD (K-2: 8-11 am / 3-5: 12-3 pm) Vertical Planning: Math (3-5: 8-11 am / K-2: 12-4 pm)	Instruction	Professionals	All	Local, Other	6
11/20/2017	08/14/2017	Retreat Day: Guided Math & Problem Solving	Instruction	Professionals	All	Local	6
11/21/2017	08/15/2017	Retreat Day: Special Ed Staff	Instruction	Professionals	Special Ed	Local	6
02/19/2018		NISD PD (K-2: 8-11 am / 3-5: 12-3 pm) Vertical Planning: Literacy (3-5: 8-11 am / K-2: 12-4 pm)	Instruction	Professionals	All	Local, Other	6

**CAMPUS:** ELLISON 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%	62%	90%	74%	76%	89%	66%	37%	95%
African-American	100%	43%	90%	62%	72%	92%	58%	25%	95%
Hispanic	85%	51%	90%	70%	74%	83%	58%	33%	90%
White	97%	76%	98%	84%	86%	97%	78%	45%	99%
Economically Disadvantaged	71%	38%	75%	66%	68%	71%	47%	19%	85%
Special Education	58%	47%	75%	44%	48%	77%	62%	23%	85%
At-Risk	75%	28%	80%	58%	58%	74%	35%	12%	85%
Limited English Proficient	65%	31%	75%	62%	63%	75%	45%	20%	85%
Asian	100%	78%	100%	89%	78%	93%	80%	47%	95%
American Indian	N/A	N/A	N/A	73%	58%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	71%	N/A	N/A	N/A	N/A
Two or More	86%	71%	95%	80%	87%	100%	57%	29%	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	82%	42%	85%	64%	62%	86%	48%	18%	95%
African-American	50%	0%	80%	53%	56%	75%	25%	25%	85%
Hispanic	78%	33%	80%	60%	59%	74%	37%	9%	85%

White	86%	50%	90%	72%	73%	95%	54%	24%	99%
Economically Disadvantaged	56%	31%	80%	56%	52%	69%	38%	13%	80%
Special Education	100%	100%	90%	33%	32%	80%	80%	20%	90%
At-Risk	50%	5%	80%	44%	37%	71%	29%	0%	85%
Limited English Proficient	40%	0%	80%	54%	49%	67%	33%	0%	85%
Asian	100%	100%	90%	85%	72%	100%	71%	29%	100%
American Indian	N/A	N/A	N/A	61%	71%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	67%	50%	N/A	N/A	N/A	N/A
Two or More	100%	67%	100%	70%	76%	100%	100%	0%	100%

**MATHEMATICS (Grades 3-5)**

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Approaches Standard	Approaches Standard	
All Students	91%	69%	95%	79%	80%	91%	64%	42%	95%
African-American	100%	71%	90%	66%	72%	83%	42%	33%	95%
Hispanic	86%	60%	90%	77%	78%	89%	62%	35%	95%
White	95%	80%	95%	87%	88%	96%	73%	54%	99%
Economically Disadvantaged	70%	50%	80%	73%	73%	81%	44%	24%	90%
Special Education	74%	53%	80%	53%	56%	81%	58%	35%	90%
At-Risk	72%	38%	80%	67%	65%	79%	37%	19%	90%
Limited English Proficient	65%	42%	80%	73%	72%	85%	48%	25%	95%
Asian	100%	67%	95%	94%	86%	93%	60%	53%	99%
American Indian	N/A	N/A	N/A	78%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	80%	78%	N/A	N/A	N/A	N/A
Two or More	100%	71%	95%	82%	89%	71%	43%	29%	90%

**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	84%	47%	90%	73%	76%	82%	54%	23%	90%
African-American	100%	33%	95%	59%	68%	100%	0%	0%	100%
Hispanic	78%	38%	85%	68%	73%	70%	48%	20%	85%
White	91%	64%	95%	84%	87%	100%	64%	29%	100%
Economically Disadvantaged	79%	21%	80%	65%	67%	65%	35%	12%	85%
Special Education	50%	17%	80%	44%	46%	55%	18%	9%	80%
At-Risk	68%	19%	80%	56%	59%	59%	15%	4%	80%
Limited English Proficient	56%	0%	80%	57%	58%	44%	22%	11%	80%
Asian	100%	100%	100%	89%	75%	100%	100%	0%	100%
American Indian	N/A	N/A	N/A	73%	60%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	93%	N/A	N/A	N/A	N/A
Two or More	100%	50%	100%	81%	86%	50%	50%	50%	90%

## ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	96.6%	98%
African-American	95.4%	95.8%	97.8%	98%
Hispanic	95.6%	95%	96%	98%
White	96%	95.8%	97.2%	98%
Economically Disadvantaged	95.4%	94.4%	95.3%	98%
Special Education	94.5%	93.9%	95.4%	98%
Limited English Proficient	96.4%	95.8%	95.8%	98%
Asian	97.8%	96.8%	96.6%	98%
American Indian	95.3%	95.2%	99.4%	99%
Hawaiian Pacific Islander	95.5%	96.1%	N/A	N/A
Two or More	95.9%	96%	97.6%	98%

**RETENTION**

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% of Students Retained	0.98%	0.45%	0.2%

## 17-18 School Improvement Plan - Objectives and Activities

### Goal 1

Need : There are inconsistencies in delivery models for writing instruction that impact student performance.

Goal : By the end of the school year, we will ensure that all (K-5) students develop as authentic writers through high quality literacy instruction measured by an Increase of at least one proficiency level using the campus/ district writing rubric.

### Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	<p>9/11-9/22 Collect Writing Baseline Samples</p> <p>12/4-12/8 Collect Writing Samples</p> <p>5/14-5/25 Collect End of Year Writing Samples</p> <p>2017-18 Weekly Collaborative Meetings to Focus on Writing SIP Goal</p>

November Progress Check	<p>tAs of November:</p> <p>During the summer time, teachers participated in a book study. All teachers have been trained on Writers' Workshop, which took place at the beginning of the school year. During the Oct. 9th half day PD, staff met to discuss what was going well and what still needed work regarding Writers' Workshop. Staff discussed commitments to teaching handwriting explicitly, especially in grades K-2. We focused on ways to teach students how to generate ideas. In addition, teachers reflected about best practices, specifically conferring with writers. Our teachers seem to be struggling with pre-writing. It seems to be the step within the writing process that teachers are having trouble with. We have agreed on providing opportunities for teachers to be able to visit other Ellison classrooms so that teachers learn from one another. The peer observation protocol has been developed and will be shared with teachers in the beginning of January.</p> <p>We have collected our BOY writing samples and calibrated/scored during PLC meetings.</p> <p>All teachers are implementing the Writers' Workshop framework with fidelity. We are now working on improving how we function during PLC time. We want to improve teacher knowledge regarding elements of genre. On January 8th, we will be focusing our PD (after school) on Writing.</p>
March Progress Check	<p>Continuing to implement Writers' Workshop. While some teachers have taken advantage of the observation protocol, others are not as comfortable. This is something we will continue to work on. We are planning on bringing Jeff Anderson to Ellison to model a lesson to 4th grade teachers.</p> <p>MOY Writing samples have been collected and scored however, not enough time has been allocated to have deeper conversations about the strengths and weaknesses of the writing pieces.</p> <p>The PD on Nov. 8th was successful. Teachers discussed the differences among personal narratives and expository texts. There was a misconception about expository writing. Teachers discussed how some expository pieces simply provide a lot of factual information based on research or a process while other texts explain while including personal anecdotes.</p>

June Progress Check	<p>Jeff Anderson visited our campus, modeled a lesson for 4th grade, and spoke to our 4th and 5th graders about being readers and writers. Our teachers were very excited. We were able to get 3-5 grade teachers to observe the lesson. Afterwards, we all sat to discuss and debrief and had really powerful conversations about writing instruction.</p> <p>EOY Writing Pieces were collected and scored. Based on the data we continue to be concerned with our at risk population. 80% (51 of 64) of 3rd and 4th grade AT RISK students demonstrated an increase of at least one level of proficiency using the district writing rubric. 25% (13 out of the 51) AT RISK students demonstrated an increase of TWO levels of growth using the district writing rubric.</p> <p>Of the 13 students that did NOT show an increase:</p> <ul style="list-style-type: none"> <li>-4 students stayed at a proficiency level 1.</li> <li>-3 students stayed at a proficiency level 2.</li> <li>-5 students stayed at proficiency level 3.</li> <li>-1 student maintained a level 4.</li> </ul> <p>(Of these students that did not show growth, 3 students are LEP AND Spec Ed, 5 are LEP only, and 3 are Spec Ed. only) These students will be closely monitored next school year and interventions will be put in place.</p> <p>68% of our At Risk Population DID NOT meet the approaches standard on Writing STAAR 63% of our LEP students DID NOT meet the approaches standard on Writing STAAR 67% of our Spec Ed students DID NOT meet the approaches standard on Writing STAAR</p>
---------------------	---

Activity 1

Activity	Vertical teams will analyze beginning-of-the-year baseline, mid-year, and end-of-year writing samples from across grade levels for the purpose of calibrating expectations.
Person Responsible	Administration, Literacy Leader, LST, classroom teachers
Monitoring Measures	Dated agendas & sign in sheets, K-5 writing baseline samples
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	



Promote a Safe Environment for Students and Staff	
---	--

Activity 2

Activity	Teachers will participate in Writers' Workshop Professional Development and follow-up training to ensure fidelity of the framework components. Follow-up training will include how to confer to provide meaningful feedback that results in improved quality of writing.
Person Responsible	Administration, Literacy Leader, LST, Summer Book Study Cadre, Classroom Teachers
Monitoring Measures	Dated agendas & sign in sheets, lesson plans, observations & walkthroughs
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Responsive staff development will be provided throughout the year during weekly collaborative team meetings based on grade level needs as evidenced by student writing and teacher feedback.
Person Responsible	Administration, Literacy Leader, LST, Classroom Teachers
Monitoring Measures	Dated agendas & sign in sheets, writing collections
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	

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

Activity 4

Activity	Teachers will participate in peer observations, reflection and feedback.
Person Responsible	Administration, Literacy Leader, LST, classroom teachers
Monitoring Measures	Dated agendas & sign in sheets, reflections, planning for next steps
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 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 :** Teachers need clarity of expectations for all components of math framework to ensure all students are receiving balanced mathematics instruction.

**Goal :** We will ensure every child, every day, in every classroom receives comprehensive math learning experiences so they achieve high levels of critical thinking and problem solving.

By the end of 2017-18, the percent of students Approaching Grade Level on the end-of-year assessment (K-2 Envision or 3-5 STAAR) will increase by 15%, the percent of students Meeting Grade Level will increase by 10%, and the percent of students Mastering Grade Level will increase by 10% as compared to 2016-17.

**Goal Details**

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	Baseline Math Assessment Summative May 2017 Common Formative Assessments 17-18
November Progress Check	As of November, all teachers have been trained on the Math Framework to include clarification of the following components: Recursive Review, mini-lesson, guided math, application (stations), and reflection. Staff has met once a month in September, October, and November to discuss and follow-up on guided math and the other components. The focus has been on finding resources to plan for guided math and using the PLC, specifically critical questions 1 and 2 of a PLC to unpack the TEKS and create common assessments.  Admin has completed the Peer Observation Protocol Form which will be shared with teachers when we return from Winter break.  We plan to meet with staff on February 5th to develop a common word problem solving process. Admin will begin doing guided math walk-throughs in the month of January.

March Progress Check	We were unable to meet with staff regarding the development of a common word problem solving process. Admin continued with walk-through and individualized coaching.
June Progress Check	EOY Assessments were collected. We will be continuing the work of PLCs to deepen the focus on unpacking TEKS and become better vertically aligned.

#### Activity 1

Activity	Develop a balanced Math Framework and train staff on implementation including Recursive Review, Mini-Lesson, Application, and Reflection with a focus on respectful tasks.
Person Responsible	Administration, MSD, classroom teachers
Monitoring Measures	Dated agendas & sign in sheets, lesson plans
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

#### Activity 2

Activity	Grade level teams will collaborate to create common assessments. Admin and instructional coach will support teams to help teams with analyzing common assessment data.
Person Responsible	Administration, MSD, classroom teachers
Monitoring Measures	Dated agendas & sign in sheets, lesson plans, student samples
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	

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

### Activity 3

Activity	Each math teacher will receive at least one T-TESS walkthrough focused on how they are differentiating (content, process, product) during guided math.
Person Responsible	Administration, MSD, classroom teachers
Monitoring Measures	Dated agendas & sign in sheets, reflections, planning for next steps
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 4

Activity	A Peer Observation Protocol Form will be developed in order for teachers to observe one another as they implement the different components of the Math Framework.
Person Responsible	Admin and MSD
Monitoring Measures	Google Doc Forms that include teacher reflection.
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 : There is minimal evidence of innovative learning opportunities for students.

Goal : Design innovative student learning experiences.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	See Visioning Cohort Plan
November Progress Check	The Innovation Design Team met on October 31 to focus on innovative learning and what it should look like, goals for the design team, and commitment.
March Progress Check	Specialists and librarian have participated in the implementation of SWARM enrichment. We are currently offering enrichment across music, art, technology, and poetry with a focus on embedding writing and involving parents. We are using this to market our campus, further engage students, and provide challenging learning opportunities to students who are at or above level.
June Progress Check	SWARM enrichment has been a total success. We plan to continue this effort next school year and add an additional enrichment opportunity per grade level. One teacher from each grade level will take part in the enrichment in the next school year. This will be based on a staff and student survey.

Activity 1

Activity	In alignment with the Texas Visioning Document, develop a campus Visioning Cohort to define, research and seek/celebrate examples of Innovation in support of our motto, "Be Innovative, Be Bold, Be Ellison!"
Person Responsible	Principal Identified Visioning Cohort
Monitoring Measures	Visioning Cohort Agendas
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

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

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 : Provide school-wide learning opportunities for all students to be healthy and active for a lifetime.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	August 2016 - June 2017
November Progress Check	<p>We established an extra recess period for kinder by having students explore the playground before school instead of waiting while sitting in the cafeteria from 7:00-7:40 am.</p> <p>We are refining Field Day activities to increase the quality of activities during the school wide event.</p>
March Progress Check	<p>This year, we hosted our first ever BEE Healthy Family Night. The evening began with dinner for our families available from a food truck that served healthy food options like salads, wraps, and sandwiches. Then the families attended a General PTA Meeting. Afterwards, we were visited by the Funkey Munkey who through interactive games, comedy routines and real-life stories, educated students and their families about the importance of making Ellison a “Bully Free School”. After the Anti-Bullying Rally, families were encouraged to visit different interactive healthy lifestyle stations to learn additional ways that their families can stay healthy, both body and mind. These stations were provided by local community members and business and included topics like karate, dental health, yoga, CrossFit, and youth sports.</p> <p>In the week leading up to Field Day, we had BEE Healthy Week. The students were encouraged to complete healthy tasks each day. Monday - “BEE” screen free, Tuesday - BEE active for 30 minutes or more, Wednesday - Connect with nature, Thursday – Try a new fruit or veggie, Friday – Field Day. Every student who completed each task was entered in a drawing for a new bike. Our local grocery store also got involved by presenting healthy eating and exercising to the school and donated 600 apples and waters. At Field Day, the students participated in 10 different activities, including obstacle courses, big bounce hoppers, baseball and football toss, archery and more. The PTA was able to provide all these activities through funds earned through participation in the Box Tops for Education Program.</p> <p>started aschool garden this year with the support of family volunteers and school staff. The garden has been a great way to teach students where food comes from and to encourage healthy eating habits. The teachers incorporated garden visits into their classroom curriculum and also used it as a new way to spend time outdoors. Next year we hope to grow our garden and increase community involvement.</p>

June Progress Check	<p>Throughout the year, BEES promoted healthy lifestyles with Facebook posts and flyers. Every year, Ellison holds a Bike Rodeo to promote physical activity and bike riding safety. For STAAR Testing, the BEES PTA funded a pep rally where the performer juggled and discussed the effects of bullying. During testing days, we provided healthy snacks and water to all testers. BEES offers diverse after-school activities including many related to staying active such as soccer, golf, and dance.</p> <p>We are excited about the momentum created this year regarding healthy lifestyles and family engagement. We have already been looking to next year and have begun work to participate in the Fuel Up to Play 60 Program, which is a nutrition and physical activity program.</p>
---------------------	---

Activity 1

Activity	Provide moderate to vigorous physical activity in physical education
Person Responsible	P.E. Teacher, P.E. Assistant
Monitoring Measures	Walkthroughs & Observations
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Post nutrition messages throughout the school specific to My Plate
Person Responsible	Administrators, Cafeteria Manager, P.E. Teacher
Monitoring Measures	Posted messages documented via photos
Title 1 Fund	No

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

### Activity 3

Activity	Promote healthy food choices in the cafeteria
Person Responsible	Cafeteria Manager, KBEE TV News Crew, Teachers
Monitoring Measures	Morning Broadcast Posted Menus
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 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	