



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

EVERS ELEMENTARY SCHOOL

2017-2018

OUR MISSION

At Evers ES

EVERS ES

Needs Assessment 2017-2018

Process

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

Throughout the 2017-2018 school year, the campus administration team focused on student growth and progress monitoring campus goals. This was the the principal's second year at the campus, so it continued to be essential to also emphasize the importance of a collaborative culture that focused on student learning and enhancing instructional practice.

The following is the timeline to of our school improvement activities for school improvement:

January 2017-As a campus, we conducted a mid year goal check. The purpose during this early release day was to give an opportunity for teams to evaluate the campus goals and how they were connected to their grade level goals. Grade Levels were given local assessment results (e.g. CDB benchmark, TPRI and NEAR data) to evaluate. Grade levels then shared their grade levels mid- year progress amongst the staff. It was consistent across the grade levels that our at risk sub group will continue to be a group that we will monitor closely. Some grade levels also evaluated what assessments would be adequate to track and to monitor.

February 2017- Principal had the opportunity to meet with SIP specialist to review sub group data/growth. There was a also discussion about the mid-year goal check and discussion opportunity regarding establishing belief statements for the campus. In addition, being that progress monitoring campus goals is still new for the campus, providing more time for the goals was suggested. The 16-17 Campus goals will be carried over for 17-18.

March 2017 During this early release staff development day, grading practices were discussed. Administrators utilized a compass points activity to evaluate staff's beliefs, questions and concerns about assessment and grading. This topic was selected to begin the discussion of our assessment and grading practices and to begin thinking about what are best practices for students (since this particularly impacts our at risk sub group).

May 2017 During the May early release, the session focus was on conducting a Writing analysis campus wide. Teachers were provided with their writing samples that were collected throughout the year. Teachers had conversations about their grade level writing noticings, and teachers also noted if the grade level met their writing goal for this year. Teams then met vertically to discuss campus wide noticings. Grammar was a primary discussion among all grade levels. The need for staff development was also discussed.

May 2017 The leadership team met in May to discuss campus goals. Team leaders reviewed each goal to discuss tweaking the goal or adjusting some possible activities. There was a consensus that carrying the campus goals for next year will allow teams to work on better progress monitoring.

May 2017 The campus conducted an EOY campus goal check during a Monday staff development meeting. Teachers were given the data they were going to need to bring to this meeting to evaluate the goal one more time for 16-17. Grade levels presented their goals and results for the year. Some goals within the grade levels were met, and others required more time or better understanding of how to monitor.

June 2, 2017- Campus principal and reading specialist met to discuss areas of concern with district specialist and areas that the department can possibly help support with. Some of the conclusions were that staff development for staff is needed to help with guided reading planning and for writing planning.

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 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>17-18 STAAR Data: Reading: 3rd-76%, 4th-68%, 5th-84% Math: 3rd-75%, 4th-79%, 5th-90% Writing: 59% Science: 77%</p> <p>-4th Grade Students underperforming based on STAAR data in the area of writing compared to district data -4th Grade students underperforming based on STAAR data in the area of reading -3rd/4th grades made gains in the area of math (comparison made from 15-16 to 16-17) -59% of students in 4th grade met the passing standard for STAAR-Writing -Closing the achievement gaps among at risk and non at risk are more successfully seen in 5th grade -Students with special needs underperform in STAAR and CDB district assessments/benchmarks -Special education accommodations need to be reviewed to ensure that they are appropriate and support students' needs -Students retained and students placed for</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">2015-2016:</td> <td style="width: 50%;">2016-2017</td> </tr> <tr> <td>Kinder: 15 Placed 2 Retained</td> <td>Kinder: 16 Placed 3 Retained</td> </tr> <tr> <td>First: 25 Placed 6 Retained</td> <td>First: 29 Placed 4 Retained</td> </tr> <tr> <td>Second: 34 Placed 7 Retained</td> <td>Second: 22 Placed 3 Retained</td> </tr> <tr> <td>Third: 32 Placed 1 Retained</td> <td>Third: 31 Placed 3 Retained</td> </tr> <tr> <td>Fourth: 39 Placed 1 Retained</td> <td>Fourth: 41 Placed 0 Retained</td> </tr> <tr> <td>Fifth: 34 Placed 0 Retained</td> <td>Fifth: 35 Placed 2 Retained</td> </tr> <tr> <td>179 placed and 17 Retained</td> <td>174 Placed 15 Retained</td> </tr> </table>	2015-2016:	2016-2017	Kinder: 15 Placed 2 Retained	Kinder: 16 Placed 3 Retained	First: 25 Placed 6 Retained	First: 29 Placed 4 Retained	Second: 34 Placed 7 Retained	Second: 22 Placed 3 Retained	Third: 32 Placed 1 Retained	Third: 31 Placed 3 Retained	Fourth: 39 Placed 1 Retained	Fourth: 41 Placed 0 Retained	Fifth: 34 Placed 0 Retained	Fifth: 35 Placed 2 Retained	179 placed and 17 Retained	174 Placed 15 Retained
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Third: 32 Placed 1 Retained	Third: 31 Placed 3 Retained																
Fourth: 39 Placed 1 Retained	Fourth: 41 Placed 0 Retained																
Fifth: 34 Placed 0 Retained	Fifth: 35 Placed 2 Retained																
179 placed and 17 Retained	174 Placed 15 Retained																

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 type="checkbox"/> Discipline
<input checked="" type="checkbox"/> Grades
<input checked="" type="checkbox"/> CDBs
<input type="checkbox"/> Common Assessments
<input type="checkbox"/> Other

Findings	<p>17-18</p> <ul style="list-style-type: none"> -There was consistency with having data review meetings with teams after each district benchmark among grades 2nd-5th for reading, math and writing. -Less instructional check ins with grades PK-1st -Minimal conversations about disaggregated data among the grade levels -Limited use of common assessments -Attendance is tracked daily as a campus during morning announcements and it is also tracked by class and individual students -Previous STAAR data results reviewed with the entire campus at the beginning of the year and is also reviewed again to compare Universal Screener Data with Student STAAR data -Minimal progress monitoring with computer based programs and teacher/grade level assessments -Minimal use of TPRI and NEAR data -Limited vertical team planning opportunities. On May Early release allowed for writing analysis discussion. -Grade levels utilized the campus goals to conduct a mid-year goal check and an EOY goal check while using CDB, STAAR, TPRI, and FNP data.
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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 Staff Survey OHI

Findings	<p>17-18</p> <ul style="list-style-type: none"> -Leadership team met monthly during the school year -Campus facilitators were utilized during staff development sessions (mainly team leaders) -Campus goals created with staff -Campus goals were S.M.A.R.T. goals but need additional time to progress monitor (created with staff) -Teachers provided feedback during Organizational Health Inventory Survey -No parent surveys were conducted -Committee facilitators and the leadership team help lead campus projects, events, initiates -More discussion on ownership of the goals and the necessary message to share with others was discuss with OHI team -Lower number of walkthroughs in 16-17 compared to 15-16 -Administrators continuously communicated with staff through weekly bulletin, monthly faculty meetings and through open door policy -Instructional master schedule created -The OHI team participation increased. Dimension to focus on: Communication.
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CSF 4: Increased Learning Time

Increased Learning Time necessitates flexible scheduling that allows time for additional instructional minutes, enrichment activities and staff collaborative planning time. Increased Learning Time necessitates strategies that maximize the number of sustained, engaging instructional minutes that must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, using time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers that continuously strengthen instructional practices. This CSF confirms, as a requisite, an instructionally focused calendar.

 Response to Intervention Interventions implementation and effectiveness Student identification for increased learning time Tutorials Other

Findings

17-18

- Kinder Motor lab provided during morning intervention, however, limited progress monitoring conducted
- 1st/2nd grade computer intervention inconsistent due to location and time provided (HVAC)
- Inconsistent interventions implemented amongst the grade levels
- Tutoring only in Spring and little discussion on student progress
- Teachers needing more support with establishing what to do when kids are not learning
- There is a need to better understand the implementation of Tier 1 in classrooms
- RTI open labs not utilized effectively for teachers to input data

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	17-18 -Parents provided with a monthly campus events calendar with advanced notice each month -School messenger utilized to highlight important campus events -Twitter utilized to showcase campus happenings -PTA Meetings with active parent participation -One academic night was held -High participation at campus spirit nights -Highly involved PTA that added family activities to build neighborhood community -Counselors provided resources to parents that were referred to them (e.g. Backpacks, mental health support, etc.) -Counselors provided two Parent coffees -Parents were able to provide input through S.A.T., PTA, PAL's and by contacting administrators or teachers. -Watch D.O.G.S. program positively viewed and the campus usually had an average of 2 dads each week
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CSF 6: School Climate

School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.

- Teacher surveys
- Parent surveys
- Student surveys or panels
- Discipline
- Student attendance
- Extra-curricular activities and clubs
- Other

Findings	-Office referrals reduced for 16-17 -Less confusion among staff on when to complete a discipline ticket or an office referral -Lower amount of students sent to the office for time outs or to see an administrator -Daily campus attendance goal 98% and attendance results from the previous day announced daily during announcements -Higher absenteeism on early release days, before a holiday or towards the end of the school year -High participation of students joining extra clubs organizations in grades 3rd-5th -Lower opportunities of extra curricular activities in K-2nd
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CSF 7: Teacher Quality

Teacher Quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development. Evidence shows that low income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers.

- Teacher attendance
- Teacher experience and years on campus
- Class size

<input 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> <ul style="list-style-type: none"> -Less staff absenteeism from 15-16 to 16-17 -Grade level size reduced -Teachers requested more time to digest information -Grade levels asked to create group norms but not implemented during meetings -More vertical team planning requested -Inconsistent use of instructional strategies that met students needs -Team planning primarily is a distribution of tasks </td> </tr> </table>	Findings	<ul style="list-style-type: none"> -Less staff absenteeism from 15-16 to 16-17 -Grade level size reduced -Teachers requested more time to digest information -Grade levels asked to create group norms but not implemented during meetings -More vertical team planning requested -Inconsistent use of instructional strategies that met students needs -Team planning primarily is a distribution of tasks
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Priority Needs

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

Priority Need 1

Close the achievement gap among at risk and non at risk students.

CSF 2 Use of Quality Data to Drive Instruction CSF 3 Leadership Effectiveness CSF 7 Teacher Quality

Priority Need 2

Increase student achievement in the area of writing.

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

Priority Need 3

Increase student achievement among our special education population.

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

Campus: EVERS ES

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 05/23/2017

SAT Member	Name	Signature
Principal	Talia Hernandez	
Parent Community Representative	Rebecca Martinez	
Staff Representative	Juan Pina	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Beth Witter	Staff Member
Cynthia McGuire	Staff Member
Melissa Jones	Staff Member
Nikki Polk	Staff Member
Oletha Vicks	Staff Member
Rosabel Zarate	Staff Member
Paul Alvarez	Administrator
Juan Pina	Staff Member
Lisa Turner	Central Office Representative
Elaine Palafox	Parent
Erika Reynolds	Parent
Talia Hernandez	Administrator

CAMPUS: EVERS 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		AM Team Building/Creating Campus Beliefs and for PM Curriculum and Instruction Rotations with Specialists/Administration & Evers Data	Curriculum	All Staff	All Students	Local	6.0
08/22/2017		AM Convocation-District Focus PM Revisiting Guided Reading Block	Instruction	All Staff	All Students	Local	6.0
08/23/2017		Handbook, PLC Foundations, TTESS Refresher and Gradebook Training	Collaboration	All Staff	All Students	Local	6.0
10/09/2017		Making Thinking Visible/Dan St. Romain-Building relationships and bringing novelty into the classroom	Instruction	All Staff	All students	Local	6.0
11/20/2017		Teacher Choice					
11/21/2017		Teacher Choice					

02/19/2018		Team Planning/Mid year goal check (campus goals)	Collaboration	All Staff	All students	Local	6.0
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ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES

READING (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	80%	48%	77%	74%	76%	76%	48%	24%	78%
African-American	79%	48%	75%	62%	72%	74%	43%	21%	74%
Hispanic	77%	43%	73%	70%	74%	74%	46%	22%	75%
White	93%	70%	90%	84%	86%	85%	54%	29%	88%
Economically Disadvantaged	77%	39%	72%	66%	68%	67%	41%	17%	70%
Special Education	51%	19%	46%	44%	48%	51%	29%	8%	55%
At-Risk	57%	17%	53%	58%	58%	57%	22%	9%	60%
Limited English Proficient	82%	45%	82%	62%	63%	81%	38%	31%	81%
Asian	91%	64%	91%	89%	78%	86%	71%	57%	86%
American Indian	N/A	N/A	N/A	73%	58%	0%	0%	0%	0%
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	71%	75%	75%	50%	75%
Two or More	82%	45%	73%	80%	87%	85%	54%	31%	55%

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	70%	40%	66%	64%	62%	59%	28%	7%	65%
African-American	69%	50%	64%	53%	56%	58%	8%	0%	60%
Hispanic	69%	38%	65%	60%	59%	58%	27%	7%	60%
White	84%	48%	74%	72%	73%	62%	43%	14%	65%
Economically Disadvantaged	70%	36%	62%	56%	52%	53%	24%	4%	55%

Special Education	27%	7%	28%	33%	32%	27%	27%	7%	30%
At-Risk	42%	14%	44%	44%	37%	32%	5%	0%	35%
Limited English Proficient	67%	17%	67%	54%	49%	25%	0%	0%	28%
Asian	50%	50%	50%	85%	72%	67%	67%	0%	70%
American Indian	N/A	N/A	N/A	61%	71%	0%	0%	0%	0%
Hawaiian Pacific Islander	N/A	N/A	N/A	67%	50%	0%	0%	0%	0%
Two or More	33%	0%	33%	70%	76%	100%	20%	0%	90%

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	75%	43%	73%	79%	80%	81%	45%	23%	83%
African-American	67%	33%	65%	66%	72%	76%	36%	12%	78%
Hispanic	73%	39%	68%	77%	78%	81%	44%	20%	82%
White	87%	62%	87%	87%	88%	87%	54%	37%	88%
Economically Disadvantaged	71%	38%	67%	73%	73%	77%	36%	17%	79%
Special Education	49%	17%	42%	53%	56%	71%	24%	12%	73%
At-Risk	54%	14%	46%	67%	65%	70%	21%	8%	70%
Limited English Proficient	82%	36%	73%	73%	72%	81%	56%	31%	81%
Asian	91%	73%	91%	94%	86%	71%	71%	29%	71%
American Indian	N/A	N/A	N/A	78%	77%	0%	0%	0%	0%
Hawaiian Pacific Islander	N/A	N/A	N/A	80%	78%	50%	50%	25%	53%
Two or More	91%	45%	82%	82%	89%	85%	54%	54%	85%

SCIENCE (Grade 5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Approaches Standard	Approaches Standard	

All Students	78%	34%	72%	73%	76%	78%	36%	15%	80%
African-American	69%	31%	69%	59%	68%	75%	38%	19%	75%
Hispanic	74%	27%	66%	68%	73%	78%	32%	14%	80%
White	91%	61%	91%	84%	87%	78%	56%	22%	78%
Economically Disadvantaged	72%	26%	64%	65%	67%	80%	39%	16%	80%
Special Education	40%	25%	41%	44%	46%	48%	19%	10%	50%
At-Risk	53%	10%	44%	56%	59%	62%	16%	4%	64%
Limited English Proficient	100%	0%	100%	57%	58%	80%	40%	20%	80%
Asian	100%	33%	100%	89%	75%	50%	50%	0%	50%
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%	100%	0%	0%	100%
Two or More	100%	50%	100%	81%	86%	100%	50%	0%	100%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	95.8%	95.9%
African-American	95.4%	95.8%	97.3%	97.4%
Hispanic	95.6%	95%	95.5%	95.6%
White	96%	95.8%	96.1%	96.2%
Economically Disadvantaged	95.4%	94.4%	95.2%	95.3%
Special Education	94.5%	93.9%	94.7%	94.8%
Limited English Proficient	96.4%	95.8%	97.1%	97.1%
Asian	97.8%	96.8%	97.4%	97.4%
American Indian	95.3%	95.2%	93.3%	93.4%
Hawaiian Pacific Islander	95.5%	96.1%	98.3%	98.4%
Two or More	95.9%	96%	96.6%	96.6%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	1.37%	1.27%
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17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : Close the achievement gap among at risk and non at risk students.

Goal : Increase the passing rate of our at risk students by 5% in reading and/or math as measured by state and local assessments.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	2017-2018 school year
November Progress Check	Staff development has been provided in the area of guided reading and unpacking the read aloud. Content meetings were scheduled in the fall so that the KUD's could be reviewed for future genres grade levels were going to teach. A total of three have been conducted. Although there has been more of an emphasis in the area of reading, there are still inconsistencies in the implementation of guided reading. Accountable talk has not been implemented as a campus or discussed.
March Progress Check	During the month of January, mid-year meetings were conducted with teachers to review students that were not meeting a promotion requirement. In February, the campus had the opportunity to review the number of students by grade level that received a mid-year letter. Based on that snapshot, 210 students were not meeting promotion requirements. We will use this data to compare it to EOY progress. In regards to staff development, our all-day professional development day in February focused on the PLC process, entering progress monitoring in esped and the afternoon sessions focused on guided reading, reading strategies, conferencing during writer's workshop and unwrapping the read aloud. This PD is expected to support teachers so that it impacts at-risk student achievement.

June Progress Check	During the month of May, EOY year meetings were held to review placement and promotion for the 18-19 school year. There are approximately 160 students that will be placed. As a leadership team we also met in May to conduct a SWOT analysis with the district's school improvement specialist. We had the opportunity to review our campus goals and group them as follows: reading, math, writing and supporting students with specials needs. Our SWOT analysis results focused on creating a culture of readers (enjoying reading for pleasure). In addition, we review the support needed to implement guided reading and understanding the resources we have on campus. For math, there is a need to understand the RTI resources for this subject area as well as the implementation of math action wall.
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Activity 1

Activity	K-5 classroom teachers will implement research-based guided reading with their small groups of students based on identified needs. Reading Specialist will use a pull-in or pull-out method of delivering guided reading support for teachers.
Person Responsible	Administration Reading Specialist K-5 classroom/collaborative teachers
Monitoring Measures	EOY IRIs, Reading CDB data, Promotion standards
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 2

Activity	Create a systematic school-wide morning intervention program to allow all students to be provided with interventions or provide grade level extensions for learning.
Person Responsible	Administration Classroom/Collaborative Teachers Academic Specialists
Monitoring Measures	Walkthrus

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	All K-5 classroom teachers will begin to implement the utilization of accountable talk strategy to support students with comprehension skills and to think/discuss texts.
Person Responsible	Reading Specialist Teachers Administration
Monitoring Measures	Walkthroughs Grade level planning discussions Reading specialist observations and feedback
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	The utilization of math action wall to spiral skills and to provided recursive review will be conducted in K-5 classrooms.
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Person Responsible	Administration Academic Specialists Classroom Teachers
Monitoring Measures	Walkthroughs Teacher Feedback
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	Principal and classroom and collaborative teachers will meet every 6 wks with our campus Reading Specialist to review student data, discuss interventions and receive professional development on effective reading techniques.
Person Responsible	Reading Specialist Teachers Administration
Monitoring Measures	IRI's, CDB Data, Placement and Promotion Standards
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 student achievement in the area of writing.

Goal : All students will generate writing pieces using campus based rubric in order to increase one level by the end of the 4th 9wk grading period.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	2017-2018
November Progress Check	In August, staff was presented with an overview of writer's workshop. More collaborative discussions in the area of reading are taking place during team planning. There are still inconsistencies across the grade levels. Teachers also attended a grammar matters 1/2 day staff development coordinated by the district in October. Teachers have submitted the BOY samples to administration indicating the strengths and weaknesses of students. Mentor sentences have not been implemented at this point.
March Progress Check	In February, our staff had the opportunity to select sessions during our all day PD day that focused on writing-conferencing or unwrapping the read aloud to support with writing. Our writing facilitator also collected some data through a survey to better understand the needs of teachers and the training needed. EOY writing samples will begin to be collected in April/May so begin monitoring if students moved up one level using the district rubric.
June Progress Check	In May, the leadership team conducted a SWOT Analysis in the area of writing. The results showed that there are inconsistencies in the implementation of writer's workshop and support is still needed when conducting mini lessons as well as conferencing with students. STAAR data results remained stagnant. Our fourth grade scores continued to be 59%. Our reading specialist will be coming back in August with district resources to support writing. There will be PD time allocated in August for all staff.

Activity 1

Activity	Implementation of Writer's Workshop methodology in K-5 classrooms to include a focus on different types of writing.
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Person Responsible	Reading Specialist Teachers Administration
Monitoring Measures	Lesson Plans Walkthroughs Collaborative Planning discussions
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 2

Activity	Begin the implementation of mentor sentences from quality literature to help 2nd-5th grade students with conventions of writing.
Person Responsible	Reading Specialist Teachers
Monitoring Measures	Walkthroughs Teacher Feedback
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	Teachers will collect and score writing pieces from each student in order to document student needs and areas of growth. Teachers will turn in writing pieces to administration/reading specialist on assigned due dates.
Person Responsible	Teachers Reading Specialist Administration
Monitoring Measures	Writing Samples Data Form
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	
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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 3

Need : Increase student achievement among our special education population.

Goal : 70% of our Special Education students will show 10% growth on local and state assessments.

Goal Details

Student Groups Impacted	All Students
Funding Needed	

Timeline for Implementation	2017-2018
November Progress Check	Collaborative structures are implemented in all collaborative classrooms. There are still inconsistencies in implementing structures. Data Collection takes place, however it is inconsistent as well. SPED coordinator conducts team meetings every other week that focus on instructional practices to address SPED students. At this time, there has not been a SPED meeting for parents.
March Progress Check	Collaborative structures are taking place. The more widely used is station teaching. Data Collection takes place, however, there has been no check for progress. In addition, bi-weekly meetings still take place with the SPED coordinator and case managers. At this time, no parent meeting has been conducted yet.
June Progress Check	The leadership team conducted a SWOT analysis to analyze our SPED program. Although concerns about filling in vacancies when IA SPED subs were not available at times, the leadership team understood that this is something that we do not have control on. The focus is to ensure that gen. ed and SPED teachers have the tools and understand working with students with behavioral issues who are SPED students since it has impacted their academics.

Activity 1

Activity	Collaborative classrooms will implement collaborative structures that will support student learning.
Person Responsible	Teachers SPED Team Administration
Monitoring Measures	Walkthroughs Collaboration discussions and teacher feedback
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 2

Activity	Classroom and collaborative teachers will review tier one practices that will support students with their instructional needs.
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Person Responsible	SPED Team Administration Gen. Ed. Teachers
Monitoring Measures	RTI documentation Walkthroughs Lesson Plans
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	Special Education coordinator and collaborative teachers will enhance how they progress monitor students in their caseloads.
Person Responsible	SPED Team/Coordinator Administration
Monitoring Measures	Walkthrus Logs
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	An informational session for parents with students with special needs will be coordinated by our Special Education Team to review the purpose of the program and answer questions that parents may have .
Person Responsible	SPED Team Administration
Monitoring Measures	Sign In
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

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

Promote a Safe Environment for Students and Staff	
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Goal : Provide monthly awareness to all students regarding living a healthy lifestyle.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	2017-2018 School year
November Progress Check	Healthy lifestyle lessons are incorporated during PE classes. PE teachers have created a running club for all 3rd grade students interested. In the spring, a Heroes for Health presentation will be coordinated with local community members.
March Progress Check	During the month of March our campus had a Heroes for Health Presentation. Students had the chance to listen to local firefigthers talk about the importance of staying healthy. In addition, our PE teachers completed the running club session and are beginning to plan a Family Fit Fun night to support with health and wellness.
June Progress Check	Our PE teachers continued to discuss healthy lifestyles in their lesson plans. In addition, PE teachers are evaluating ways they can continue promoting healthy lifestyles with the community and conducting family night events. Our PTA is also evaluating the campus fundraisers conducted in order to select a fundraiser that promotes fitness.

Activity 1

Activity	A Heroes for Health presentation will be held in the Spring semester of 2018 to motivate students about living a health lifestyle.
Person Responsible	PE Teachers Administration
Monitoring Measures	Data assigned for program
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 2

Activity	PE Teachers will promote healthy lifestyles during their weekly lesson plans.
Person Responsible	PE Teachers
Monitoring Measures	Walk thrus
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	Two Family Fun Nights will be coordinated the primary grades. These events will promote family fitness.
Person Responsible	PE Teachers
Monitoring Measures	Scheduled dates and attendance sign in
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	