



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

FORESTER ELEMENTARY SCHOOL

2017-2018

FORESTER ES

Needs Assessment 2017-2018

Process

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

On April 10, 2017 a SWOT analysis was conducted on the current goals with the entire staff. On April 17, 2017 with the Leadership Team we did a condensed needs assessment. From the needs assessment top needs were identified.

Data and Campus Practices Review

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

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

CSF 1: Academic Performance	
Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.	
<input checked="" type="checkbox"/> STAAR/EOC/TAKS	
<input checked="" type="checkbox"/> Regression graphs	
<input checked="" type="checkbox"/> Student demographics	
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE	
<input 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	Discrepancy between special ed, ELL and all students. STAAR Science scores went up by 24% from 2016 to 2017

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 type="checkbox"/> Student attendance	
<input type="checkbox"/> Discipline	
<input type="checkbox"/> Grades	

<input checked="" type="checkbox"/> CDBs	
<input checked="" type="checkbox"/> Common Assessments	
<input type="checkbox"/> Other	
Findings	Discrepancy between special ed, ELL and all students.

CSF 3: Leadership Effectiveness	
Leadership Effectiveness targets the need for leadership on the campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Providing job-embedded professional development to build capacity of campus leaders is a vital part of this CSF.	
<input checked="" type="checkbox"/> Distribution of leadership and responsibilities	
<input checked="" type="checkbox"/> Decision making structures on the campus	
<input checked="" type="checkbox"/> Teacher input	
<input checked="" type="checkbox"/> Campus goals	
<input type="checkbox"/> Monitoring of teacher performance; feedback to staff	
<input checked="" type="checkbox"/> Communication	
<input type="checkbox"/> Master schedule	
<input type="checkbox"/> Teacher and parent surveys	
<input type="checkbox"/> Other	
Findings	Teacher input is considered. Various methods of communication is provided. Clarity around goals is needed.

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.	
<input checked="" type="checkbox"/> Response to Intervention	
<input checked="" type="checkbox"/> Interventions implementation and effectiveness	
<input type="checkbox"/> Student identification for increased learning time	
<input checked="" type="checkbox"/> Tutorials	

<input type="checkbox"/> Other	
Findings	Data shows inconsistency of implementation of Rtl. Grade level was identified as 2nd grade with the least amount of follow up.

CSF 5: Family/Community Engagement	
Family and Community Engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services.	
<input checked="" type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Family and community activities	
<input type="checkbox"/> Family and community input	
<input type="checkbox"/> Family and community services	
<input checked="" type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	
Findings	Various methods were identified and high participation of parents was noted at all events.

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.	
<input type="checkbox"/> Teacher surveys	
<input type="checkbox"/> Parent surveys	
<input 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	Area of strength, high participation and involvement in extra curricular activities and a decrease in discipline concerns.

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.	
<input checked="" type="checkbox"/> Teacher attendance	

<input checked="" type="checkbox"/> Teacher experience and years on campus
<input checked="" type="checkbox"/> 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
Findings
Areas of strength are attendance, and teacher retention. Area of improvement is the planning and collaboration of grade level teams.

Priority Needs

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

Priority Need 1

The need for implementation of RtI with fidelity. Inconsistencies of documentation from one grade level to another, follow through and supplying the proper data needed to track progress.
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 3 Leadership Effectiveness CSF 4 Increased Learning Time CSF 7 Teacher Quality

Priority Need 2

The need for utilizing time effectively for planning and collaboration.
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 3 Leadership Effectiveness CSF 4 Increased Learning Time CSF 6 School Climate CSF 7 Teacher Quality

Priority Need 3

The need for streamlining the science TEKS to cover a given TEK from Kinder to 5th grade.
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: FORESTER ES

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 06/05/2017

SAT Member	Name	Signature
Principal	Kelly Mantle	
Parent Community Representative	Christy Brown	
Staff Representative	Lucy Gomez	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Kelly Mantle	Principal
Nicole Guzman	Administrator
Mary Gonzalez	Administrator
Christy Brown	Parent
Maggie Alvarado	Central Office Representative
Roy Allen	Community Member

CAMPUS: FORESTER 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							
08/22/2017							
08/23/2017							
10/09/2017							
11/20/2017							
11/21/2017							
02/19/2018							

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	83%	51%	90%	74%	76%	79%	52%	27%	85%
African-American	75%	42%	90%	62%	72%	74%	39%	16%	80%
Hispanic	81%	50%	90%	70%	74%	77%	49%	24%	85%
White	91%	61%	95%	84%	86%	87%	63%	45%	90%
Economically Disadvantaged	79%	43%	85%	66%	68%	75%	48%	21%	80%
Special Education	48%	24%	70%	44%	48%	43%	25%	4%	70%
At-Risk	69%	28%	75%	58%	58%	64%	30%	10%	75%
Limited English Proficient	69%	30%	80%	62%	63%	68%	37%	14%	80%
Asian	100%	100%	95%	89%	78%	100%	100%	100%	100%
American Indian	N/A	N/A	N/A	73%	58%	100%	100%	100%	100%
Hawaiian Pacific Islander	100%	0%	95%	75%	71%	100%	0%	0%	100%
Two or More	88%	53%	95%	80%	87%	83%	78%	28%	90%

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%	39%	80%	64%	62%	74%	36%	10%	80%
African-American	67%	17%	85%	53%	56%	88%	13%	0%	90%
Hispanic	68%	39%	85%	60%	59%	70%	31%	7%	75%
White	72%	39%	85%	72%	73%	91%	65%	21%	92%
Economically Disadvantaged	69%	34%	85%	56%	52%	69%	26%	5%	75%

Special Education	25%	25%	70%	33%	32%	26%	4%	0%	60%
At-Risk	49%	18%	70%	44%	37%	55%	22%	4%	65%
Limited English Proficient	67%	26%	80%	54%	49%	65%	35%	6%	75%
Asian	N/A	N/A	90%	85%	72%	100%	100%	100%	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%	0%	0%	0%	N/A
Two or More	100%	71%	90%	70%	76%	50%	33%	17%	60%

MATHEMATICS (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	83%	46%	90%	79%	80%	84%	52%	26%	90%
African-American	69%	31%	85%	66%	72%	81%	32%	13%	85%
Hispanic	81%	44%	90%	77%	78%	82%	52%	25%	90%
White	96%	64%	95%	87%	88%	91%	59%	32%	95%
Economically Disadvantaged	79%	38%	85%	73%	73%	80%	48%	24%	85%
Special Education	50%	24%	75%	53%	56%	55%	27%	9%	70%
At-Risk	69%	27%	80%	67%	65%	73%	36%	13%	80%
Limited English Proficient	72%	33%	85%	73%	72%	77%	44%	20%	85%
Asian	100%	75%	95%	94%	86%	100%	100%	100%	100%
American Indian	N/A	N/A	N/A	78%	77%	100%	100%	0%	100%
Hawaiian Pacific Islander	100%	0%	95%	80%	78%	100%	0%	0%	100%
Two or More	82%	29%	95%	82%	89%	89%	67%	44%	95%

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	Meets Standard	Masters Standard	

All Students	65%	21%	78%	73%	76%	79%	50%	18%	85%
African-American	67%	13%	75%	59%	68%	90%	50%	0%	90%
Hispanic	61%	18%	75%	68%	73%	77%	48%	16%	80%
White	81%	42%	78%	84%	87%	87%	53%	40%	90%
Economically Disadvantaged	58%	15%	75%	65%	67%	73%	40%	11%	80%
Special Education	45%	0%	70%	44%	46%	39%	28%	6%	60%
At-Risk	47%	8%	75%	56%	59%	66%	29%	5%	75%
Limited English Proficient	23%	7%	70%	57%	58%	48%	17%	0%	70%
Asian	100%	50%	N/A	89%	75%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	N/A	73%	60%	100%	100%	100%	100%
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	93%	N/A	N/A	N/A	N/A
Two or More	60%	0%	75%	81%	86%	86%	57%	14%	90%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	96.4%	98%
African-American	95.4%	95.8%	97.5%	98%
Hispanic	95.6%	95%	96.2%	98%
White	96%	95.8%	96.6%	98%
Economically Disadvantaged	95.4%	94.4%	96%	98%
Special Education	94.5%	93.9%	95.4%	98%
Limited English Proficient	96.4%	95.8%	96.2%	98%
Asian	97.8%	96.8%	96.5%	98%
American Indian	95.3%	95.2%	92.6%	98%
Hawaiian Pacific Islander	95.5%	96.1%	97.3%	98%
Two or More	95.9%	96%	97.1%	98%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	1.57%	1%
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17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : The need for implementation of RtI with fidelity.
Inconsistencies of documentation from one grade level to another, follow through and supplying the proper data needed to track progress.

Goal : Utilize eRtI campus protocol with fidelity 100% of the time.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	August 2017 to June 2018
November Progress Check	Administration Tuesday (Follow up, progress check on identifying students within the RTI process) Checklist for Teachers (to be revised by LLSP and counselors) Consult with Specialist on intervention before Tier 3
March Progress Check	
June Progress Check	

Activity 1

Activity	Provide training to all staff to review eRtI campus protocol and expectations.
Person Responsible	Counselors, Speech path, Special Ed coordinator and administration.

Monitoring Measures	Sign in sheets eRtl reports Tier 3 checklist
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	
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 2

Need : The need for utilizing time effectively for planning and collaboration.

Goal : Create PLC planning and collaboration protocol for all grade level teams.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	August 2017 to June 2018

November Progress Check	PLC Sessions: -Unpacking the TEKS -Smart goals -Creating norms for each grade level -GT Teacher presented E Model Lesson Plan -Common Assessments Administration Tuesday
March Progress Check	
June Progress Check	

Activity 1

Activity	Implement PLC protocol and timeline with all staff.
Person Responsible	Specialist and Administration
Monitoring Measures	PLC grade level agendas
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 4. Develop and implement processes for vertical collaboration across bands of stakeholders.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 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 3

Need : The need for streamlining the science TEKS to cover a given TEK from Kinder to 5th grade.

Goal : Identify and unpack science TEKS, Kinder through 5th grade, to plan for school wide Science Academies to streamline a TEK.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	August 2017 to June 2018
November Progress Check	Science Academy on October 20th (Earth Science 5.7) Planetarium Wax Museum December 19 Science Committee forming and planning (TEK and Dates)
March Progress Check	
June Progress Check	

Activity 1

Activity	Provide half day planning sessions for time to "unpack" TEKS by grade levels.
Person Responsible	Administration and grade level teams
Monitoring Measures	Agendas and lesson plans created from the planning sessions
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 5. Provide rigorous, complex, and meaningful learning that promotes readiness for post PK-12 experiences.

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

Activity 2

Activity	Meet with Vertical Alignment Science PLC's to plan for Science Academies.
Person Responsible	Administration, grade level team leaders.
Monitoring Measures	Completed plans for Science Academies Student comprehension check
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 5. Provide rigorous, complex, and meaningful learning that promotes readiness for post PK-12 experiences.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Provide a Family Math and Science Night for all Forester Families.
Person Responsible	Math Specialist, Science Facilitator and all grade levels
Monitoring Measures	Attendance count for the event
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.

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

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 :

Goal Details

Student Groups Impacted	
Funding Needed	
Timeline for Implementation	
November Progress Check	
March Progress Check	
June Progress Check	

Activity 1

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 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	