



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

FRANKLIN ELEMENTARY SCHOOL

2017-2018

FRANKLIN ES

Needs Assessment 2017-2018

Process

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

Throughout the SIP process, Kay Franklin Elementary staff identified 3 priority needs directly related to community involvement, implement rigorous instruction through questioning in the area of Reading, and increase knowledge of instructional content & best practices in the area of Writing for all staff.

On Monday, April 15, The Leadership Team review our 2016-2017 SIP goals/activities. We engaged in a SWOT analysis of each SIP goals/activities. During the SWOT analysis the Leadership Team reviewed the following Data Sources. Campus CDB data on Level 1-3 performance, CDB Writing Composition student scores of 1, 2, 3,& 4, & grade level reading tracking sheets.

During our May 5th Early Release session, the campus staff reviewed the SWOT analysis of each SIP goals/activities and added missing information that was not yet noted. At the May 15th Leadership Team Meeting, we reviewed all campus findings of the SWOT Analysis and established the Priority Needs, Goals and Major Activities for each objective and approved our 2017-2018 SIP.

During the May 15th Leadership Meeting, we also reviewed the End of Year Parent Survey Results and Open Ended Responses. We first celebrated all of the positive open ended comments parents made when they responded to the following question, "Are there any staff members you believe deserve special recognition for a job well done?" We then moved into the work and categorize the responses into the following topics: Current Practice (better communication is needed)/ Practice to Consider and open for discussion/ Out of Control.

On June 2 and again on June 14, the Instructional Administrative Team & Staff Development Team met to discuss Retreat Staff Development 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 checked="" type="checkbox"/> Regression graphs
<input 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	We reviewed current year CDB reading, writing, & math data in grades 2nd-5th by STAAR Level I-III. We compared our STAAR 2015 results to current 2016-2017 CDB data to see what we noticed.			
	4th grade Writing- student scoring 6, 7, & 8 on the STAAR Writing Rubric decreased			
	Rating	% Spring 2016	% Spring 2017	% Difference
	2	10	11	+1
	3	19	16	-3
	4	19	33	+14
	5	22	29	+7
	6	15	9	-6
	7	11	2	-9
	8	5	0	-5
Our students are increasing in their acquisition of 2s & 3s on the Rubric as seen in the increase of 4s & 5s.				
STAAR Reading Masters Grade Level Performance				
	Spring 2016	Spring 2017	% Difference	
3rd	40%	42%	+2	
4th	37%	29%	-8	
5th	35%	32%	-3	

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 Intervention reports

Findings	We reviewed current year CDB reading and writing data in grades 2nd-5th by STAAR Level I-III. Data meetings are held immediately following a CDB which help provide the information needed to teachers to target instruction. This time provided the opportunity to review Hot Spots together as a team and leave with instructional materials and support to immediately implement in the classroom. We reviewed the Quintile information for Reading, Writing, Math, & Science after each CDB as well as look at each individual class and the progress of each student. We color coded the students' score based on STAAR performance level I-III. This allowed us to see progress or lack of progress students were making from CDB to CDB. We looked at specific question item analysis by teacher in order to identify our Hot Spots after each CDB, gather instructional materials to target the Hot Spot during our intervention time and follow up with a common assessment.
	Need: Monitor student interventions to ensure progress is made from formative assessment to formative assessment. What data sources are going to be used to monitor the intervention?

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 checked="" type="checkbox"/> Monitoring of teacher performance; feedback to staff	
<input type="checkbox"/> Communication	
<input type="checkbox"/> Master schedule	
<input checked="" type="checkbox"/> Teacher and parent surveys	
<input type="checkbox"/> Other	
Findings	<p>We continued to have conversations about implementing consistent practices in all classrooms. We reviewed instructional non-negotiable throughout the school year such as guided reading, literature circles (2nd-5th), FAST problem solving strategy, etc. to ensure all were at the forefront of our minds. We share our instructional Look-Fors in our weekly staff newsletter "Colt Connection." We understand the need to discuss instructional strategies throughout our Administrative Tuesday sessions and provide make and take opportunities for teachers. Planning for the multiple conversations that need to occur through team planning, vertical team planning, or simply follow up conversations all need to be scheduled in advanced to ensure they are planned and implemented accordingly.</p> <p>This year the Vertical Alignment conversations between 2nd-4th grade teachers were helpful in sharing best practices in each of the Writing genres. The upfront planning helped teachers ask questions about the genre and how to implement the common practices to ensure alignment. This will continue and we will add the Kinder-2nd grade levels.</p> <p>The campus Leadership Team continues to be the important hub of the campus to help with decision making. Our once a month leadership meetings help with upcoming projects, decisions, and sharing of information throughout the year. Our meeting agendas are divided into the following categories 4-5 Good Things, Team Input/Feedback, Discussion Items, Information Items, ToDos, Review of Campus Goals, Facilitator Reports & Questions/Comments/Wouldn't It Be Nice If.</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.	

<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 type="checkbox"/> Tutorials		
<input type="checkbox"/> Other		
<table border="1"> <tr> <td style="width: 15%;">Findings</td> <td> <p>The following opportunities were offered</p> <p>We provide question stems for students. Differentiate learning stations in reading to ensure all students have access to activities at their developmental level. Question sticks for each genre. During read alouds, turn and talks and checks for understanding are used daily.</p> <p>Focus poetry wall and mentor sentences for imitation. Pre-planned HOT questions, activating their thinking with meta-cognition writing activities, wait time, use DOK question stems, incorporate rigorous connections between reading and writing that incorporate higher order thinking skills/activities. Use Lead4ward STAAR Question Stems in lesson planning, keeping the same level of expectation the same regardless of their ability while still using their accommodations/modifications, pre-planning our read alouds with close reading questions, MTV, consistently using the Immersion Chart when beginning new genre unit Quality Questioning, Making Thinking Visible, and Read Aloud with Accountable Talk. Use small group/center time for literature circles and use STAAR question stems to promote HOT questions. Literature Circles, Read aloud with accountable talk.</p> <p>SWOT Findings</p> <p>Providing more independent reading time, using more reading STAAR question stems</p> <p>Differentiating all lessons and activities throughout the instructional block.</p> <p>Including more independent reading time for each student.</p> <p>Surface level literacy stations.</p> <p>using MTV more often, literature circle journal response page</p> <p>We will work on incorporating more technology into our lessons.</p> <p>Provide parents with similar question stems to use at home. In primary grades provide parents with sight word flash cards across the grade level.</p> <p>Having a bank of good stations to choose from.</p> <p>Plan to Improve</p> <p>Implement more of the above strategies during literacy stations. Use literacy centers to allow students to apply, practice and reflect on the skills and strategies they need to become accomplished readers and writers.</p> <p>setting a goal to implement MTV weekly, creating a choice menu for students during lit circle,</p> <p>Incorporating appropriate materials throughout the campus and grade levels with consistency (apps: Explain Everything, Nearpod, etc.) (3-4 times a year or 1 a nine weeks)</p> </td> </tr> </table>	Findings	<p>The following opportunities were offered</p> <p>We provide question stems for students. Differentiate learning stations in reading to ensure all students have access to activities at their developmental level. Question sticks for each genre. During read alouds, turn and talks and checks for understanding are used daily.</p> <p>Focus poetry wall and mentor sentences for imitation. Pre-planned HOT questions, activating their thinking with meta-cognition writing activities, wait time, use DOK question stems, incorporate rigorous connections between reading and writing that incorporate higher order thinking skills/activities. Use Lead4ward STAAR Question Stems in lesson planning, keeping the same level of expectation the same regardless of their ability while still using their accommodations/modifications, pre-planning our read alouds with close reading questions, MTV, consistently using the Immersion Chart when beginning new genre unit Quality Questioning, Making Thinking Visible, and Read Aloud with Accountable Talk. Use small group/center time for literature circles and use STAAR question stems to promote HOT questions. Literature Circles, Read aloud with accountable talk.</p> <p>SWOT Findings</p> <p>Providing more independent reading time, using more reading STAAR question stems</p> <p>Differentiating all lessons and activities throughout the instructional block.</p> <p>Including more independent reading time for each student.</p> <p>Surface level literacy stations.</p> <p>using MTV more often, literature circle journal response page</p> <p>We will work on incorporating more technology into our lessons.</p> <p>Provide parents with similar question stems to use at home. In primary grades provide parents with sight word flash cards across the grade level.</p> <p>Having a bank of good stations to choose from.</p> <p>Plan to Improve</p> <p>Implement more of the above strategies during literacy stations. Use literacy centers to allow students to apply, practice and reflect on the skills and strategies they need to become accomplished readers and writers.</p> <p>setting a goal to implement MTV weekly, creating a choice menu for students during lit circle,</p> <p>Incorporating appropriate materials throughout the campus and grade levels with consistency (apps: Explain Everything, Nearpod, etc.) (3-4 times a year or 1 a nine weeks)</p>
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CSF 5: Family/Community Engagement
Family and Community Engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services.
<input checked="" type="checkbox"/> Communication
<input checked="" type="checkbox"/> Family and community activities
<input checked="" type="checkbox"/> Family and community input
<input type="checkbox"/> Family and community services
<input type="checkbox"/> Second language communication

<input type="checkbox"/> Other	
Findings	<p>End of Year Parent Survey were provided to families. There were 213 families who participated in the survey and all of the areas rated were 90% of higher in terms of Parents who "Strongly Agree or Agree." We reviewed the Open Ended Responses. We first celebrated all of the positive open ended comments parents made when they responded to the following question, "Are there any staff members you believe deserve special recognition for a job well done?" We then moved into the work and categorize the responses into the following topics: Current Practice (better communication is needed)/ Practice to Consider and open for discussion/ Out of Control. The Most people seem satisfied with the school's communication.</p> <p>Parents enjoy the Colt Connected emails, electronic communication is the preferred method.</p> <p>Findings: Media to be used must be consistency across grade levels. As a team choose ONE choice of communication other than newsletter to communicate</p>

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 checked="" type="checkbox"/> Teacher surveys	
<input checked="" 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	<p>As a Leadership Team we determined the importance of continuing our "Monthly Dress Up Days" and Jean Passes to keep staff motivated. The gift of time schedule and extended planning continue to be a support system to teachers for the "extra time" that is always helpful. This year we also did 2 half day sub days which were helpful to plan upcoming lessons. NISD Edchat were helpful to provide a boost in energy for teachers depending on topic and jean pass for participation was helpful. We continued with the monthly incentive along with Social Committee.</p> <p>We will continue to communicate with staff how their questions or needs throughout the year can be addressed, which is through the use of our NCN rep, team leader, and everyone on campus whether it is administration, academic specialists, etc. always have an open door policy.</p>

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

<input 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	<p>Findings & Plan for Improvement:</p> <p>Utilizing technology coach for more (one on one with classroom instruction (modeling) After training session schedule a time for Mohler to model teach a lesson in the classroom. (two a year)</p> <p>Include first grade in SIM planning and have a teacher model the process with the students. Opportunities to unpack the rubric and rewrite in kid-friendly language. Opportunities to practice scoring the writing samples and comparing the scores with other teachers on the same grade level. Continue with the writing meetings (vertical alignment)</p> <p>WRITE Stations to mimic math/reading stations.(word choice, review, individualized instruction, Technology, elaboration/craft)</p> <p>Professional Development from around the district, other specialists, and teachers, other than Pinterest, to help guide in the structure and creation of writing stations</p> <p>Campus-Wide Make and Take Sessions</p> <p>Buddy Writing Classes</p>
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Priority Needs

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

Priority Need 1

A decrease was identified in the 4th grade students scoring a 6,7,8 on the STAAR Rubric which translates to (3 or 4) on NISD Rubric in the composition area of STAAR.

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

Priority Need 2

A decrease was identified in the 4th & 5th grade students in the area of Reading on the Masters Grade Level performance rating. As well as the Special Education sub group.

- 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

Special Education students have decreased in their math STAAR performance by 4-27% points.

CSF 1 Academic Performance

CSF 2 Use of Quality Data to Drive Instruction

Campus: FRANKLIN ES

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 04/10/2017

SAT Member	Name	Signature
Principal	Brenda Gallardo	
Parent Community Representative	Amber Buis	
Staff Representative	Susan Fregeau	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Amber Buis	Parent
Roger DiRocco	Parent
Clarissa Medellin Escobedo	Parent
Angelo Novella	Parent
Sarah Aguilar	Staff Member
Sarah Estrada	Staff Member
Rene Esquivel	Staff Member
Susan Fregeau	Staff Member
Nicole Romero	Staff Member

CAMPUS: FRANKLIN ES

CAMPUS STAFF DEVELOPMENT PLAN 2017-2018

FOR CERTIFICATION PURPOSES: Campuses are required to keep records of staff development offered during contract days including date, description, number of CPE hours and attendance.

INSTRUCTIONS: In the space below, list staff development required to assure successful implementation of the School Improvement Plan. If you have traded staff development days with teachers workdays, please list the actual date(s) of your staff development activities. If your campus has exchanged Teacher Choice days for alternate campus-wide staff development, fill in the actual date your campus-wide activity occurred (example: campus-side retreat).

Staff Development to be Offered

Date	Alternate Date(s)	Title and Description or Teacher Choice	Staff Development Area	Audience	Targeted Student Group	Funding Source / Costs	# of CPE Hours
08/21/2017		Team Building & Welcome Back / District Convocation	Instruction	All Staff	All Students		6
08/22/2017		Campus Data Day & PLCs Foundations	Instruction	All Staff	All Students		6
08/23/2017		T-TESS Updates, New Grade Book system, & Other Updates	Assessment	All Staff	All Students		6
10/09/2017		District Staff Development/Team/Vertical Planning (pressing needs)	Instruction	All Staff	All Students		6
11/20/2017		Staff Retreat: Teacher Choice Hours	Instruction	All Staff	All Students		6
11/21/2017		Staff Retreat: Teacher Choice Hours	Instruction	All Staff	All Students		6
02/19/2018		District Staff Development/Team/Vertical Planning (pressing needs)	Instruction	All Staff	All Students		6

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	88%	62%	86%	74%	76%	88%	60%	34%	90%
African-American	80%	65%	82%	62%	72%	92%	54%	29%	90%
Hispanic	87%	57%	85%	70%	74%	86%	56%	27%	90%
White	90%	70%	89%	84%	86%	92%	68%	45%	90%
Economically Disadvantaged	82%	55%	80%	66%	68%	86%	51%	26%	90%
Special Education	59%	27%	70%	44%	48%	51%	31%	8%	53%
At-Risk	65%	26%	70%	58%	58%	65%	20%	6%	70%
Limited English Proficient	86%	43%	73%	62%	63%	88%	50%	13%	55%
Asian	100%	88%	90%	89%	78%	80%	60%	40%	85%
American Indian	N/A	N/A	N/A	73%	58%	N/A	N/A	N/A	90%
Hawaiian Pacific Islander	100%	100%	100%	75%	71%	100%	100%	50%	90%
Two or More	89%	72%	90%	80%	87%	100%	80%	80%	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	86%	59%	85%	64%	62%	77%	42%	7%	80%
African-American	100%	60%	62%	53%	56%	91%	55%	9%	90%
Hispanic	81%	54%	83%	60%	59%	73%	37%	7%	75%
White	94%	59%	96%	72%	73%	81%	47%	3%	85%
Economically Disadvantaged	76%	58%	78%	56%	52%	75%	36%	7%	80%

Special Education	36%	27%	70%	33%	32%	47%	33%	0%	50%
At-Risk	47%	7%	70%	44%	37%	44%	7%	4%	50%
Limited English Proficient	N/A	N/A	N/A	54%	49%	80%	0%	0%	85%
Asian	100%	100%	100%	85%	72%	50%	0%	0%	55%
American Indian	N/A	N/A	N/A	61%	71%	N/A	N/A	N/A	80%
Hawaiian Pacific Islander	N/A	N/A	N/A	67%	50%	100%	100%	0%	100%
Two or More	100%	100%	100%	70%	76%	100%	60%	20%	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	Meets Standard	Masters Standard	
All Students	90%	60%	90%	79%	80%	89%	61%	30%	90%
African-American	85%	45%	82%	66%	72%	83%	54%	25%	85%
Hispanic	88%	56%	88%	77%	78%	89%	57%	30%	90%
White	95%	65%	94%	87%	88%	92%	67%	26%	93%
Economically Disadvantaged	85%	44%	84%	73%	73%	85%	53%	24%	90%
Special Education	66%	32%	70%	53%	56%	54%	31%	5%	55%
At-Risk	68%	22%	70%	67%	65%	65%	27%	9%	70%
Limited English Proficient	71%	43%	70%	73%	72%	100%	63%	25%	100%
Asian	100%	88%	100%	94%	86%	60%	60%	60%	65%
American Indian	N/A	N/A	N/A	78%	77%	N/A	N/A	N/A	90%
Hawaiian Pacific Islander	100%	100%	100%	80%	78%	100%	100%	50%	100%
Two or More	89%	78%	90%	82%	89%	100%	80%	40%	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	Meets Standard	Masters Standard	

All Students	88%	57%	86%	73%	76%	87%	61%	22%	90%
African-American	83%	33%	85%	59%	68%	80%	60%	0%	85%
Hispanic	84%	54%	82%	68%	73%	88%	55%	22%	90%
White	94%	61%	91%	84%	87%	91%	74%	17%	93%
Economically Disadvantaged	79%	43%	77%	65%	67%	78%	50%	14%	80%
Special Education	45%	18%	70%	44%	46%	62%	31%	0%	65%
At-Risk	69%	31%	70%	56%	59%	64%	28%	4%	65%
Limited English Proficient	75%	75%	77%	57%	58%	N/A	N/A	N/A	90%
Asian	100%	75%	100%	89%	75%	50%	50%	50%	88%
American Indian	N/A	N/A	N/A	73%	60%	N/A	N/A	N/A	90%
Hawaiian Pacific Islander	100%	100%	100%	75%	93%	N/A	N/A	N/A	90%
Two or More	100%	75%	90%	81%	86%	75%	75%	50%	80%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	96.7%	97%
African-American	95.4%	95.8%	97.2%	98%
Hispanic	95.6%	95%	96.5%	97%
White	96%	95.8%	96.7%	97%
Economically Disadvantaged	95.4%	94.4%	96%	97%
Special Education	94.5%	93.9%	95.6%	96%
Limited English Proficient	96.4%	95.8%	96.1%	97%
Asian	97.8%	96.8%	96.8%	97%
American Indian	95.3%	95.2%	95.5%	96%
Hawaiian Pacific Islander	95.5%	96.1%	96.1%	97%
Two or More	95.9%	96%	96.2%	97%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	0%	0%
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17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : A decrease was identified in the 4th grade students scoring a 6,7,8 on the STAAR Rubric which translates to (3 or 4) on NISD Rubric in the composition area of STAAR.

Goal : Improve Writing performance of all students by providing daily writing opportunities to demonstrate skill knowledge in their writing samples collected throughout the school year.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	ongoing
November Progress Check	Teachers met in vertical teams to align genre instructional practices for personal narrative, sentence imitation, and team planning. Teachers will review the Mini-lesson Structure; Connect, Teach, Active Engagement, Link) as they plan their lessons.
March Progress Check	Teachers met in vertical teams to align instructional practices for Sentence Imitation. We met with the 3rd grade team and reviewed instructional practices related to mini-lessons and new components to Sentence Imitation.
June Progress Check	Excellent progress was made throughout the school year. Teachers were comfortable with their practices and are prepared to take the next steps in sentence imitation. The next steps are phrasing and grouping students for conferences.

Activity 1

Activity	Conduct vertical conversations among teachers (2nd-4th band and Kinder-2nd band) to discuss effective teaching practices in the writing genres to help with alignment of instructional practices.
Person Responsible	All Instructional Staff

Monitoring Measures	agendas of planning sessions held
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	Provide opportunities for teachers to have mini-lessons modeled (face to face or previously recorded) on target skills (elaborating sentences, Sentence Imitation, etc.) and discuss noticings at our Administrative Conference Period.
Person Responsible	All Instructional Staff
Monitoring Measures	teacher feedback of shared learning
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

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Activity	During the writing block, teachers will alternate either conducting a writing focused small group or individual student conference after the mini-lesson to allow students to implement the taught skill. Writing focused Learning Stations may be included during the ELAR block to reinforce skills using WRITE stations.
Person Responsible	All Instructional Staff
Monitoring Measures	Writing Samples
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Collect a student published product 4-5 times a year to identify students' strengths and weaknesses to further develop targeted mini-lessons based on student needs, provide 2nd rater opportunities, and align rating to a student friendly NISD/STAAR rubric.
Person Responsible	All Instructional Staff
Monitoring Measures	writing samples
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 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 : A decrease was identified in the 4th & 5th grade students in the area of Reading on the Masters Grade Level performance rating. As well as the Special Education sub group.

Goal : System Safeguard: Improve Reading performance of all students especially our Special Education students with an emphasis on providing higher order thinking opportunities to increase performance on STAAR Masters Grade Level performance or IRI Comprehension Checks.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	ongoing

November Progress Check	Teachers continue to work with the Academic Tech Coach for ideas to implement technology in their classroom. They have used Explain Everything, Padlet, Nearpod, through the use of Chromebooks and Ipads to integrate technology.
March Progress Check	Students have been working on practicing the instructional resources in their online STAAR tutorials. They have taken their CBDs, updated reading level, and good progress is being seen on individual targeted standards. They practice the targeted skills in various instructional settings.
June Progress Check	All STAAR masters scores improved from one year to the next and look forward to continuing our work around PLC Question 4: What do we do when students already know it? to continue to improve this achievement.

Activity 1

Activity	All students through classroom instruction and teacher modeling will have routine opportunities to access higher order thinking experiences (such as Making Thinking Visible routines, other inferential based opportunities) and questions through the use of genre based/STAAR stem questions during the literacy block (read aloud, literature circles, comprehension based stations and independent reading time).
Person Responsible	All Instructional Staff
Monitoring Measures	tracking sheets & formative and summative assessments
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	Students will demonstrate the comprehension of studied text/literature and engage in higher order thinking by utilizing various technology applications specifically focused on ITeach apps (Plickers, Explain Everything, Nearpod, etc.) in order to complete technology integrated projects 1-4 times a year.
Person Responsible	All Instructional Staff
Monitoring Measures	student created projects

Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 6. Utilize technology in advanced and innovative ways to support instruction and facilitate learning
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	During applicant interviews, interview committee will review applicant responses to the instructional focused question to ensure practices are aligned with campus goals.
Person Responsible	interview committee
Monitoring Measures	teacher performance
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 1. Implement and evaluate a sound employment process for recruiting, screening, and hiring effective personnel.
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 : Special Education students have decreased in their math STAAR performance by 4-27% points.

Goal : System Safeguard: Improve Math performance of Special Education students by increasing performance on the STAAR Math assessment with an increase of 1-3% on the overall score.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	ongoing
November Progress Check	The Special Education team attended the Singapore Math staff development training and created a 5 week plan to introduce and teach all strategies. Data will begin to be collected on CFAs to monitor progress and adjust strategies as needed.
March Progress Check	Students continue to practice their Singapore Math strategies. Teachers have created a visual aid for students to use that would serve as a reminder of the steps involved in solving the various problems. Student evidence indicates that additional practice is needed to gain a better grasp of the strategy to be implemented by students. Continued practice will occur with students.
June Progress Check	Students did well on their Math STAAR scores. We will continue to develop this practice with the general education teacher.

Activity 1

Activity	Implement the 8 Step Problem Solving Process using the Singapore Math strategies with the Special Education students in grades 3rd-5th.
Person Responsible	Special Education Staff
Monitoring Measures	CFA and CDB scores
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	

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

Activity 2

Activity	
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 : Promote fitness health opportunities outside of the school day.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	October-May
November Progress Check	<p>48 students have joined this year.</p> <p>1 student has completed 1 marathon however several are very close to completing one. The running club is scheduled every Thursday to meet a total of 26 times. Every student has a chance to complete 1 marathon together with the running club. Students are also able to run on their own.</p> <p>The Running Club visits local running trails at places such as Crownridge Canyon Natural Area.</p>
March Progress Check	There are a total of 15 students who have completed at least 1 marathon this school year. The Marathon Kids organizer came out to run with our students and interviewed a KFE student to highlight the program and get strides we have taken to promote this program with students and families.
June Progress Check	All 48 student completed at least 1 marathon throughout the year. An increased number of students improved their marathon completion for last school year.

Activity 1

Activity	Students in grades 2nd-5th will participate in the Marathon Kids Running Club.
Person Responsible	Coaching staff
Monitoring Measures	marathons completed by students
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 4. Expand comprehensive programs and partnership opportunities that foster classroom innovation that encourages educators to continually enhance student learning.
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	