



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



## SCHOOL IMPROVEMENT PLAN

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### GLASS ELEMENTARY SCHOOL 2017-2018

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## GLASS ES

### Needs Assessment 2017-2018

#### Process

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

May 5- Each grade level reviewed the Student/Parent/Teacher Compact and the Parent Involvement Policy. Updates were suggested and changes were made accordingly. Each grade level was also tasked with evaluating the current School Improvement Plan. They were asked to go through the entire plan and do the following:

Review the Need. Is this an area that is still a need?

Review the Goal. Is this still a good goal?

Review the Activities under each Need & Goal. Use the following questions to guide your discussion on the activities. You will do this for ALL 13 activities.

? Did we complete this activity? All or part?

? If yes, do we need to continue the activity?

? Does it need to be tweaked?

? If no, then what were the roadblocks?

? What suggestions do you have to change the activity?

All teams completed the activity and turned the forms into administrators. These forms were reviewed and thus helped make the changes to the 17-18 School Improvement Plan.

May 17- The SAT committee reviewed the Staff Development Plan for the 17-18 school year. They also reviewed the Student/Parent/Teacher Compact and the Parent Involvement Policy. The SAT committee reviewed in depth the 16-17 School Improvement Plan as well as all the Progress Checks. The SAT committee listened to the proposed updates to the 17-18 SIP. Also the purchase of a Writing AST was approved to support the needs of the campus as well as continuing to fund ½ a counselor position.

May 22- The administration team and leadership team reviewed the top concerns for the SIP. Activities were planned to support these goals. Also the purchase of a Writing AST was approved to support the needs of the campus as well as continuing to fund ½ a counselor position.

August- Review the 17-18 SIP with Staff

October- Review the completed 17-18 SIP with the SAT committee.

**Data and Campus Practices Review**

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

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

<b>CSF 1: Academic Performance</b>	
Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.	
<input checked="" type="checkbox"/> STAAR/EOC/TAKS	
<input checked="" type="checkbox"/> Regression graphs	
<input checked="" type="checkbox"/> Student demographics	
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE	
<input 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	Areas to target based on the data provided on the state assessments. Continue to monitor and adjust for our SE population. Provide extra support for 1st grade since it is our heaviest area for placements and retentions. Continue to disaggregate data from multiple sources in order to drive instruction and remediation for students.

<b>CSF 2: Use of Quality Data to Drive Instruction</b>	
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 checked="" type="checkbox"/> Discipline	
<input checked="" type="checkbox"/> Grades	

<input checked="" type="checkbox"/> CDBs	
<input checked="" type="checkbox"/> Common Assessments	
<input type="checkbox"/> Other	
Findings	Continue to examine and analyze the questions and answer choices to understand the students thought process. Staff will analyze the needs of the grade level and collaborate with teachers from previous grade levels in order to close the gaps in deficit areas. Staff will discuss instructional strategies within the grade level and with campus reading, math and writing specialists. Look for ways to improve student attendance as this was a struggle last year. Utilize discipline committee for solutions.

**CSF 3: Leadership Effectiveness**

Leadership Effectiveness targets the need for leadership on the campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Providing job-embedded professional development to build capacity of campus leaders is a vital part of this CSF.

- Distribution of leadership and responsibilities
- Decision making structures on the campus
- Teacher input
- Campus goals
- Monitoring of teacher performance; feedback to staff
- Communication
- Master schedule
- Teacher and parent surveys
- Other

Findings	Revisit existing block schedule and update to allow for content areas to define all support possible for all grade levels during their scheduled academic blocks. Create departmentalization schedules for 4th and 5th grade. Teachers will provide rigorous instruction with minimal interruptions. Continue to utilize the Leadership Team in a shared decision making process. Opportunities exist for the shared decision making process. Surveys will be completed throughout the year to check on progress towards the schools goals.
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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

<input checked="" type="checkbox"/> Interventions implementation and effectiveness		
<input checked="" type="checkbox"/> Student identification for increased learning time		
<input checked="" type="checkbox"/> Tutorials		
<input type="checkbox"/> Other		
<table border="1"> <tr> <td style="width: 15%;">Findings</td> <td>Move towards departmentalization in 4th and 5th grade. Review campus wide intervention time and how to utilize it effectively. Utilize day tutors at Kinder and 1st grade. Purchase a writing AST to help in the area of writing. Continue to review the RTI process with staff, provide staff development, to all stakeholders to continually update them on changes. Utilize Tuesday and Thursday for RTI meetings. RTI team will closely monitor RTI and make recommendations for adjustments as needed. Utilize the Leadership team to plan the school calendar in order to have an instructionally focused calendar.</td> </tr> </table>	Findings	Move towards departmentalization in 4th and 5th grade. Review campus wide intervention time and how to utilize it effectively. Utilize day tutors at Kinder and 1st grade. Purchase a writing AST to help in the area of writing. Continue to review the RTI process with staff, provide staff development, to all stakeholders to continually update them on changes. Utilize Tuesday and Thursday for RTI meetings. RTI team will closely monitor RTI and make recommendations for adjustments as needed. Utilize the Leadership team to plan the school calendar in order to have an instructionally focused calendar.
Findings	Move towards departmentalization in 4th and 5th grade. Review campus wide intervention time and how to utilize it effectively. Utilize day tutors at Kinder and 1st grade. Purchase a writing AST to help in the area of writing. Continue to review the RTI process with staff, provide staff development, to all stakeholders to continually update them on changes. Utilize Tuesday and Thursday for RTI meetings. RTI team will closely monitor RTI and make recommendations for adjustments as needed. Utilize the Leadership team to plan the school calendar in order to have an instructionally focused calendar.	

<b>CSF 5: Family/Community Engagement</b>	
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	Utilize parent feedback from the 16-17 parent surveys. Use this information to drive community engagement at the campus. Utilize the following forms of communication: Email, Remind System, School Messenger, Marquee, Teacher Newsletters, Specialist Newsletters, Principal Newsletters, Campus Web Page, phone calls, home visits, and consider adding a Facebook page or Twitter page for the campus.

<b>CSF 6: School Climate</b>	
School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.	
<input checked="" type="checkbox"/> Teacher surveys	
<input checked="" type="checkbox"/> Parent surveys	
<input checked="" type="checkbox"/> Student surveys or panels	
<input checked="" type="checkbox"/> Discipline	
<input checked="" type="checkbox"/> Student attendance	

<input checked="" type="checkbox"/> Extra-curricular activities and clubs	
<input type="checkbox"/> Other	
Findings	<p>Attendance- we need to improve our attendance and will review a way to do so with our committee. Continue "Paw 'some" awards that reward students with good behavior. Continue having the discipline committee review school wide behaviors and come up with solutions to problems. Continue class meetings and buddy classes.</p> <p>Utilize the Special Programs committee and PTA to schedule school wide events to help with school climate and increase attendance on low attendance days(right before or after a holiday).</p> <p>Create new clubs on campus for students. This will allow them to be a bigger part of the community and increase parental involvement as well.</p> <p>Utilize surveys for staff to check the climate of the school and make adjustments as needed. Utilize retreat days to build relationships with staff as well at the "teamwork" staff development that we will be hosting.</p>

<b>CSF 7: Teacher Quality</b>	
Teacher Quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development. Evidence shows that low income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers.	
<input checked="" type="checkbox"/> Teacher attendance	
<input checked="" type="checkbox"/> Teacher experience and years on campus	
<input type="checkbox"/> Class size	
<input type="checkbox"/> Staff retention rates	
<input type="checkbox"/> Alignment of curriculum, instruction, assessment	
<input type="checkbox"/> Alignment of CDB scores and STAAR results	
<input checked="" type="checkbox"/> Effectiveness of planning and collaboration	
<input checked="" type="checkbox"/> Professional development experiences and requests	
<input type="checkbox"/> Other	
Findings	<p>Focus on hiring and retaining high quality staff. Create high quality questions for interviews that represent our school data and diverse population.</p> <p>Put together incentives for staff in the area of attendance.</p> <p>Allow uninterrupted time for planning and collaboration with the campus specialists.</p> <p>Provide appropriate staff development that lends itself to the campus needs.</p>

**Priority Needs**

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

Priority Need 1

Students are not reading on grade level at the end of the year.
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction

Priority Need 2

There is a large gap in performance between at risk and non at risk students.

CSF 1 Academic Performance  
CSF 4 Increased Learning Time

Priority Need 3

There is a lack of campus wide expectations for student behaviors.

CSF 6 School Climate

Priority Need 4

Lack of systematic writing support.

CSF 1 Academic Performance

**Campus: GLASS ES**

**School Improvement Plan Signatures**

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

**Date of SAT Meeting: 05/17/2017**

<b>SAT Member</b>	<b>Name</b>	<b>Signature</b>
Principal	Amber Gonzales	
Parent Community Representative	Martha Sherrod	
Staff Representative	Shellie Hawks	

**LIST SAT MEMBERS IN THE BLANKS BELOW**

<b>FULL NAME</b>	<b>POSITION</b>
Amber Gonzales	Principal
Greg Wright	Administrator
Linda Ramirez	Staff Member
Jacqueline Rogers	Staff Member
Shellie Hawks	Staff Member
Ermelinda Salinas	Staff Member
Martha Sherrod	Staff Member
Juliane Perez	Staff Member
Arden McLean	Central Office Representative
Michelle Uribe	Parent
Yvette Lopez	Parent



**CAMPUS: GLASS 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		New Gradebook Training 1/2 day Teachers will be trained to use the new grading system that the district has purchased. Teamwork Training 1/2 - Staff will receive training in effective communication, problem resolution and how to work as a team.	Collaboration	all staff	all students	none	6
08/22/2017		Guided Reading Training 1/2 day - This is a refresher course for teachers in guided reading to make sure it is being utilized properly and to review campus and district expectations. 1/2 day-Teachers will plan with Rdg, Wtg,& Math specialists. Lesson planning and resources.	Curriculum	all staff	all students	Title I	6

08/23/2017	08/25/2017	Convocation 1/2 day - District Convocation 1/2 day TTESS refresher, RTI, and Discipline - TTESS updates and goal setting, RTI- campus updates and training Discipline/Attendance - review campus wide discipline procedures and attendance.	Classroom Management	all staff	all students	none	6
10/09/2017		1/2 day District staff development TBD 1/2 at campus- Teachers will plan with Rdg, Wtg, & Math specialists. Lesson planning and resources.	Instruction	all staff	all students	Title I	6
11/20/2017		Teacher Choice		all staff	all students	none	6
11/21/2017		Teacher Choice		all staff	all students	none	6
02/19/2018		1/2 Reading- Revisiting Guided Reading - How to amp up your centers. 1/2 Writing - Writing Specialist will help teachers utilize Gretchen Bernabei strategies to improve student writing.	Instruction	all staff	all students	Title I	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	70%	33%	70%	74%	76%	63%	33%	14%	66%
African-American	73%	27%	75%	62%	72%	40%	20%	10%	43%
Hispanic	70%	33%	70%	70%	74%	62%	32%	13%	65%
White	59%	32%	65%	84%	86%	74%	39%	22%	77%
Economically Disadvantaged	68%	29%	70%	66%	68%	59%	30%	12%	62%
Special Education	48%	22%	60%	44%	48%	41%	29%	4%	44%
At-Risk	51%	17%	60%	58%	58%	42%	12%	2%	45%
Limited English Proficient	75%	25%	60%	62%	63%	0%	0%	0%	N/A
Asian	100%	0%	100%	89%	78%	50%	50%	0%	N/A
American Indian	N/A	N/A	N/A	73%	58%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	71%	N/A	N/A	N/A	N/A
Two or More	86%	71%	95%	80%	87%	90%	50%	20%	93%

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	62%	28%	65%	64%	62%	53%	23%	5%	56%
African-American	38%	0%	50%	53%	56%	33%	0%	0%	36%
Hispanic	61%	28%	65%	60%	59%	55%	25%	5%	58%
White	88%	50%	88%	72%	73%	38%	0%	0%	41%
Economically Disadvantaged	63%	28%	65%	56%	52%	52%	23%	3%	55%

Special Education	28%	22%	50%	33%	32%	25%	25%	6%	28%
At-Risk	38%	8%	50%	44%	37%	30%	12%	0%	33%
Limited English Proficient	0%	0%	75%	54%	49%	100%	0%	0%	N/A
Asian	N/A	N/A	N/A	85%	72%	0%	0%	0%	N/A
American Indian	N/A	N/A	N/A	61%	71%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	67%	50%	N/A	N/A	N/A	N/A
Two or More	100%	100%	100%	70%	76%	75%	50%	25%	78%

### 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	76%	43%	80%	79%	80%	72%	42%	21%	75%
African-American	73%	27%	75%	66%	72%	60%	40%	30%	63%
Hispanic	77%	43%	80%	77%	78%	72%	41%	19%	75%
White	73%	45%	75%	87%	88%	74%	48%	26%	77%
Economically Disadvantaged	75%	41%	80%	73%	73%	70%	39%	19%	73%
Special Education	52%	26%	60%	53%	56%	51%	35%	6%	54%
At-Risk	61%	18%	61%	67%	65%	55%	26%	8%	58%
Limited English Proficient	75%	25%	80%	73%	72%	25%	0%	0%	28%
Asian	100%	100%	100%	94%	86%	50%	50%	50%	N/A
American Indian	N/A	N/A	N/A	78%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	80%	78%	N/A	N/A	N/A	N/A
Two or More	71%	71%	80%	82%	89%	90%	40%	30%	93%

### 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	73%	33%	75%	73%	76%	70%	44%	20%	73%
African-American	86%	57%	86%	59%	68%	57%	29%	0%	60%
Hispanic	76%	33%	76%	68%	73%	68%	41%	18%	71%
White	20%	0%	50%	84%	87%	100%	83%	67%	100%
Economically Disadvantaged	69%	25%	70%	65%	67%	69%	43%	19%	72%
Special Education	56%	6%	60%	44%	46%	52%	29%	10%	55%
At-Risk	57%	18%	57%	56%	59%	53%	25%	9%	56%
Limited English Proficient	N/A	N/A	N/A	57%	58%	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	89%	75%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	N/A	73%	60%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	93%	N/A	N/A	N/A	N/A
Two or More	N/A	N/A	N/A	81%	86%	100%	100%	50%	100%

## ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	94.4%	95%
African-American	95.4%	95.8%	95.3%	96%
Hispanic	95.6%	95%	94.1%	95%
White	96%	95.8%	96.5%	97%
Economically Disadvantaged	95.4%	94.4%	93.8%	95%
Special Education	94.5%	93.9%	93.6%	94%
Limited English Proficient	96.4%	95.8%	91.8%	95%
Asian	97.8%	96.8%	96.6%	97%
American Indian	95.3%	95.2%	78.6%	92%
Hawaiian Pacific Islander	95.5%	96.1%	N/A	96%
Two or More	95.9%	96%	97.8%	98%

## RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	1.87%	1%
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## 17-18 School Improvement Plan - Objectives and Activities

### Goal 1

Need : Students are not reading on grade level at the end of the year.

Goal : System Safeguard: Increase percentage of students reading at grade level at the end of the year by 5% with a focus on special education.

### Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, ELL, Migrant, Homeless
Funding Needed	Local, State Compensatory
Timeline for Implementation	August 2017 - June 2018
November Progress Check	Administration and reading & math specialists meet frequently with grade levels during planning in order to review data, resources, standards, and instructional strategies in order to review and target deficit areas. Data meetings are held promptly after each CDB or other major assessment in order to target deficit areas. Data is disaggregated at meetings and grade levels, administration and specialists look at where students did well as well as areas that need improvement. We look for trends and patterns and adjust instruction, staff development, etc. accordingly. Specialists work with teachers after reviewing data to organize intervention groups. Teachers are incorporating more technology lessons in order to help increase student performance and success. Guided Reading professional development was provided to the staff prior to the start of the school year. Guided Reading support is being provided to the campus from Central Office one day a week.
March Progress Check	ELAR specialists are meeting weekly with grade level teams in a PLC model to review TEKS and to build timelines for implementation. District ELAR specialist are also attending weekly planning meetings and are providing modeling and intervention support for our 4th grade reading group which data indicated to be low overall and in the subgroup population of reading. With 4th grade being departmentalized we have created support for the teacher to complete IRIs in a timely manner so that accurate data can be used to build groups for intervention.

June Progress Check	This will be a goal that will continue to be worked on for the 18-19 school year. Data from STAAR testing indicates a slight increase in passgin percentage at both 3rd and 5th grade, however there was a sharp decline in 4th grade. We are looking at utilizing better purposeful phonics instruction in the lower grades to help suport students. Feedback from teachers and data has shown that many of our older students are lacking in basic phonics instruction.
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#### Activity 1

Activity	Review and disaggregate district and campus data results on planning days, designated data meetings, and Wednesday planning sessions that are specific to Reading in order to target deficit areas. Data to include but not limited to IRI, STAAR, CDB, etc. Missed safeguards in the area of reading for eco disc and special ed.
Person Responsible	All Staff
Monitoring Measures	CDB data, Campus Screeners, Campus Item Analysis, Grade level data meetings, NEAR, create a campus spreadsheet to monitor Reading Levels
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

#### Activity 2

Activity	Ongoing staff development by district and campus Reading Specialists in the area of guided reading and centers. This staff development will address vertical callobroation around the area of reading instruction. This will occur at minimum three times during the school year.
Person Responsible	Reading Specialists Administration District staff from Reading
Monitoring Measures	Walk-Thurs Observations Follow-up meetings



Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 8, SWC 9
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 3

Activity	Teachers will disaggregate data to determine student groups and modify their instruction to allow for flexible grouping. Data will include but not limited to TPRI, IRI, District Benchmarks, Campus Created Assessment, STARR, etc. Meetings will occur after every major campus or district assessment and then periodically at other times to modify groups as growth or needs arise. Missed safeguards in the area of reading for eco disc and special ed.
Person Responsible	All Staff
Monitoring Measures	Progress Reports, Report Cards, CDB Data Campus Assessments, IRI's Running Records, NEAR, and campus created spreadsheet
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 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 4

Activity	Teachers will incorporate technology in a variety of forms in the classroom and computer lab to increase students reading at grade level. These can include but are not limited to IReady Reading, Lexia, RAZ Kids, etc. These checks will occur monthly. Utilize the app Levelbooks on the IPAD to get accurate IRI levels for students.
Person Responsible	Professional Staff, ECT, TSS, Instructional Assistants
Monitoring Measures	Lesson Plan check for technology incorporation, Technology reports for Reading Programs, Technology Staff Development by campus TSS to support the area of Reading, RTI Meetings, reports from LevelBooks app.
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4
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 5

Activity	Work with grade level and or Leadership Team to develop interview questions that reference campus data and how that data would be used by the candidate to drive their instruction.
Person Responsible	Administration, Classroom Teachers, Reading Specialists, Special Education Teachers, Leadership Team
Monitoring Measures	Analyze interview responses
Title 1 Fund	Yes
Title 1 Campuses	SWC 3, SWC 4, SWC 5, SWC 8
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	

**Goal 2**

Need : There is a large gap in performance between at risk and non at risk students.

Goal : To revise the campus wide RTI plan to include monthly monitoring and documentation of at risk students.

**Goal Details**

Student Groups Impacted	All Students, At Risk
Funding Needed	Local, State Compensatory
Timeline for Implementation	August 2017 - June 2018
November Progress Check	Interventions have been put into place before, during, and afterschool. A Day Tutor is used in Kinder and 1st grades. This tutor works with students in the area of Reading and Math. TLC is staffed and open daily for students in SE to help with homework and classwork. Teachers also have before school and after school tutoring to help students that are struggling or need some extra time. Students that have missed a lot of school due to illness have had extended days and one on one tutoring or small group tutoring provided by the teacher or a specialist in order to get them caught up. Administration and reading & math specialists meet frequently with grade levels during planning in order to review data, resources, standards, and instructional strategies in order to review and target deficit areas. Data meetings are held promptly after each CDB or other major assessment in order to target deficit areas. Data is disaggregated at meetings and grade levels, administration and specialists look at where students did well as well as areas that need improvement. We look for trends and patterns and adjust instruction, staff development, etc. accordingly. Specialists work with teachers after reviewing data to organize intervention groups. At risk students are reviewed in depth to check for progress and to see if interventions need to be added. Resources are reviewed and purchased as necessary in order to meet the needs of our student population. The RTI process is revisited at planning meetings, leadership meetings, as well as faculty meetings.
March Progress Check	We are currently using after school tutoring as an intervention for 4th and 5th grade to address the gaps in TEKs. We have also continued the use of a day tutor for the primary grades. we have created an RTI team that consists of the counselors (x2), SLP, LSSP, VP and Principal. This team has met 3X to begin to plan and develop consistent campus expectations and guidelines around the RTI process. In the fall we would like to implement a RTI handbook as well as monthly lab days to aid in the effective documentation of interventions that are occurring in the classroom.

June Progress Check	The RTI team has been expanded and now includes our counselors (2), admin (2) academic specialists(6), SLP, LSSP And SPED Coordinator. By including additional stakeholders we were able to harness a more comprehensive look at where we needed to improve. We solicited input from various teachers on campus in regards to our beginning draft of RTI guidelines for Colby Glass. At our last meeting we were able to review the feedback and incorporate the ideas into our planning meeting. In the fall, we will roll out a unified front with all of the RTI team being a part in getting RTI off the ground. We will be training each grade level by teams to have a small, more intimate setting. We will be also be putting forth a handbook of RTI for Colby Glass as well as monthly RTI meetings.
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#### Activity 1

Activity	Incorporate interventions before, during and after school to target at risk students. Review interventions monthly at Leadership Team Meetings. Missed safeguards in the area of math for special ed.
Person Responsible	All Staff, Contracted Day Tutors, Leadership Team
Monitoring Measures	Data Meetings Monthly data monitoring of at risk students RTI Meetings
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 8, SWC 9
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 2

Activity	Teachers will meet with Academic Specialists to review data and acquire materials in order to plan appropriate instruction and interventions to meet the needs of at risk students. Teachers meet with Academic Specialists every other week. Missed safeguards in the area of math for special ed.
Person Responsible	Administration, Classroom Teachers, Academic Specialists, Special Education Teachers
Monitoring Measures	CDB Data, TEKS, Lesson Plans
Title 1 Fund	Yes

Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 3

Title 1 Campuses	SWC 1, SWC 2, SWC 4, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	
Activity	Leadership Team will revise the campus wide RTI plan and provide staff development to all professional staff. The revision will happen at the beginning of the year and will be reviewed monthly at the Leadership Team Meetings.
Person Responsible	Administration, Leadership Team, Counselors
Monitoring Measures	Staff Development, Staff Surveys
Title 1 Fund	Yes

### Activity 4

Activity	Provide diverse and effective resources for students with academic needs through small group targeted instruction and independent practice. Teams will review these resources and small groups at weekly team planning with Academic Specialists. Missed safeguards in the area of math for special ed.
Person Responsible	All Staff

Monitoring Measures	Tutoring Attendance Logs, Early morning student attendance logs
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 2. Implement, provide, and communicate programs that will ensure that students understand shared responsibility and have necessary coping skills.

### Activity 5

Activity	Provide parent/family engagement opportunities that work on academic skills that are being reinforced during intervention and instruction time/
Person Responsible	Admin Family Night Coordinators
Monitoring Measures	Event surveys
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 6
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Goal 3

Need : There is a lack of campus wide expectations for student behaviors.

Goal : Develop and implement year 2 of campus wide plan for student expectations to include positive incentives and consistent consequences.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, State Compensatory
Timeline for Implementation	August 2017- June 2108
November Progress Check	Weekly newsletters are sent out and posted on teacher webpages. Teachers utilize the remind system and well as Dojo in order to stay in touch with parents. The school utilizes the marquee, school messenger and the school webpage to keep parents up to date on events. The Discipline Committee is conducting a book study with the following book: Responsive School Discipline- Essentials for Elementary School Leaders. They are working with the committee and staff on creating campus wide expectations for the hall, restrooms, and cafeteria as well as universal hand signals for the school. These activities and changes are ongoing.
March Progress Check	There is currently not campus expectations in place for behavior. Recently a behavior tracking system has been put in place, the discipline committee is meeting monthly to monitor and discuss the effectiveness of this system. We have started a campus system for recognizing students that display positive behavior. Teachers are awarding "Pawsome Huskies" for students that go above and beyond. These students are announced morning announcements, receive a small token and their pictures goes on the "Pawsome Husky" Wall Of Fame. These students also get a positive phone call home.
June Progress Check	We ended the year with the continuation of recognizing positive student behaviors. An end of year survey was given to all staff members to solicit input in regards to discipline and how we can improve it for 18-19. the VP will be workign to develop a discipline plan for the school year.

Activity 1

Activity	Teachers will make 2 positive phone calls weekly (can utlize other forms of communication as needed).
Person Responsible	All teachers
Monitoring Measures	Updates are provided during team planning
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 2

Activity	To increase parent awareness of student expectations, Colby Glass staff will provide parents with printed communication of classroom and campus information/expectations in a timely manner utilizing multiple formats on a minimum of a bimonthly basis that focus on campus wide expectations for student behaviors.
Person Responsible	All staff
Monitoring Measures	Newsletters posted on webpage Newsletters sent home
Title 1 Fund	Yes
Title 1 Campuses	SWC 6, SWC 8, SWC 9
Promote Community Involvement	Objective 3. Establish and expand initiatives that promote effective community relations and meaningful two-way communication with all stakeholders.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 3

Activity	Utilize time during class meetings and buddy classes for students to review, discuss and provide input in the school wide discipline plan. Class meetings occur monthly or more as needed and Buddy Classes occur every month from October to April.
Person Responsible	All Teachers and Counselors



Monitoring Measures	Student Surveys Class Meeting and Buddy Class Exit Tickets Discussions with Classroom Teachers and Counselors Meetings between Administration and Students
Title 1 Fund	Yes
Title 1 Campuses	SWC 2
Promote Community Involvement	
Educate Diverse Learners	Objective 3. Implement systems to promote the development of student leadership, critical thinking, and self-management skills.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

#### Activity 4

Activity	Create campus wide expectations for assemblies, pick up and drop off, and morning routines. Continue to review the expectations for the hall, cafeteria and restrooms.
Person Responsible	Discipline Committee and All Staff
Monitoring Measures	Staff meetings, Surveys, Check for reduction in discipline offenses in these areas
Title 1 Fund	Yes
Title 1 Campuses	SWC 4, SWC 10
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 4. Implement and promote a collaborative approach to school and community safety.

#### Activity 5

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	

**Goal 4**

Need : Lack of systematic writing support.

Goal : System Safeguard: Design and implement in class writing support schedule to include monthly progress checks.

**Goal Details**

Student Groups Impacted	All Students, Special Education, At Risk, Migrant
Funding Needed	Local, State Compensatory
Timeline for Implementation	August 2017 - June 2018
November Progress Check	The campus has used Title 1 funds to hire a Writing AST to support the writing efforts across the campus. A 2 day campus retreat was held with Gretchen Bernabei to provide intense writing professional development.

March Progress Check	The campus writing AST has been an instrumental piece of our PLC planning sessions in making connections for teachers with reading and writing instruction. The 4th grade team met in a full day meeting to analyze student writing based on the NISD rubric and develop a plan of instruction and intervention for those students that were not meeting requirements. In addition, funds have been allocated to provide after school tutoring in the area of writing.
June Progress Check	Data from our writing STAAR for 4th grade shows a 11% decrease from the 16-17 data. However, I do know that many classroom practices have started to shift. In the fall when we return our writing AST will be leading a workshop on writing instructional expectations as well as information on the utilization of the new writing resources that were bought for all campuses. We are working to more tightly define the expectations of the writing AST as well as the instruction in the classroom.

### Activity 1

Activity	Develop and communicate expectations for the Writing AST.
Person Responsible	Administration
Monitoring Measures	Bi-weekly meetings Communicate with other campuses that utilize a writing AST
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

### Activity 2

Activity	Develop, implement, and communicate AST support schedule. Missed safeguards in the area of writing all students, Hispanic and eco disc.
Person Responsible	Administration Writing AST Leadership Team
Monitoring Measures	Bi- weekly meetings

Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

### Activity 3

Activity	Provide professional development in the area of writing and provide accompanying resources to strengthen teacher's competencies and knowledge in this area.
Person Responsible	Admin Writing Specialist
Monitoring Measures	Planning Meetings
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 4
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 4

Activity	Provide professional development in the area of writing and provide accompanying resources.
Person Responsible	Administration

Monitoring Measures	Data review of writing assessments.
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 4
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 healthy and active activities by providing at least two school wide learning opportunities for all students.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	August 2017 - June 2018
November Progress Check	We have continued to promote healthy activities on our campus. So far we have held a resource fair for parents and our annual bike rodeo. We had 125 students participate in the bike rodeo and 120 families come out to the resource fair. We want to look at organizing a walk-a-thon and other events on campus. We will be discussing these in the near future.
March Progress Check	we recently hosted our Heroes For Health event which was coordinated by our p.e. teacher. We had representatives from SAFD and Bexar county Constables on campus to demonstrate and discuss the importance of health, fitness and safety. Students were led through group exercise and were also given opportunities to explore a police car. All students attended this in a K-2 program followed by a 3-5 program.
June Progress Check	We had our field day event in May, during which students competed in physical activities in grade level teams. They also got to participate in a bike unit during their p.e. classes in which many of our students had the opportunity to ride a bike for the first time. The unit also promoted bike safety.

Activity 1

Activity	Implement health lesson in addition to moderate physical activities in physical education as well as other appropriate formats.
Person Responsible	Administration, Classroom teachers, and PE department
Monitoring Measures	Number Participating in the bike rodeo 4th and 5th grade physical fitness test
Title 1 Fund	Yes
Title 1 Campuses	SWC 3, SWC 6, SWC 10
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	



