



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

GLENN ELEMENTARY SCHOOL

2017-2018

GLENN ES

Needs Assessment 2017-2018

Process

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

As a faculty we completed SWOT analysis which defined problem areas that lead to goals. The leadership team analyzed results and created activities and needs/goals.

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.

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| CSF 1: Academic Performance | |
| Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF. | |
| <input checked="" type="checkbox"/> STAAR/EOC/TAKS | |
| <input type="checkbox"/> Regression graphs | |
| <input checked="" type="checkbox"/> Student demographics | |
| <input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE | |
| <input checked="" type="checkbox"/> TELPAS | |
| <input checked="" type="checkbox"/> Promotion/retention (Elementary) | |
| <input type="checkbox"/> Failure rates (Secondary) | |
| <input type="checkbox"/> Completion and graduation rates (High School) | |
| <input type="checkbox"/> SAT/ACT (High School) | |
| <input type="checkbox"/> AP (High School) | |
| <input type="checkbox"/> Other | |
| Findings | Data showed needed improvement in reading, math and writing with emphasis on sub-populations. |

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| CSF 2: Use of Quality Data to Drive Instruction | |
| Use of Quality Data to Drive Instruction emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used. It is not only the use of data to drive instructional decision making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes. | |
| <input checked="" type="checkbox"/> Student attendance | |
| <input checked="" type="checkbox"/> Discipline | |
| <input checked="" type="checkbox"/> Grades | |

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| <input checked="" type="checkbox"/> CDBs | |
| <input checked="" type="checkbox"/> Common Assessments | |
| <input type="checkbox"/> Other | |
| Findings | <p>Overall student attendance declined this year, structures will be addressed to improve student attendance.</p> <p>Discipline data will be used to help develop PBIS program.</p> <p>Academic performance in the areas of reading, math and writing are low. STAAR, TELPAS, CDB and classroom assessments will be utilized to provide targeted instruction and intervention.</p> |

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| CSF 3: Leadership Effectiveness | |
| <p>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.</p> | |
| <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 checked="" type="checkbox"/> Communication | |
| <input checked="" type="checkbox"/> Master schedule | |
| <input checked="" type="checkbox"/> Teacher and parent surveys | |
| <input type="checkbox"/> Other | |
| Findings | <p>From our OHI survey:</p> <ul style="list-style-type: none"> -communication across the campus is in need of improvement -more teacher involvement in decision making process is needed -the development of a goal focused campus is lacking and needs improvement |

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| CSF 4: Increased Learning Time | |
| <p>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.</p> | |
| <input checked="" type="checkbox"/> Response to Intervention | |

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| <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 | |
| Findings | <p>Additional training and common language of the RTI process is needed to improve interventions at all Tiers.</p> <p>Evaluation of current intervention programs and strategies is needed to improve student academics.</p> <p>Maximization of instructional time through the master schedule.</p> <p>Staff development to provide "best practices" for instruction will be provided based on teacher input.</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 checked="" type="checkbox"/> Family and community services | |
| <input checked="" type="checkbox"/> Second language communication | |
| <input type="checkbox"/> Other | |
| Findings | <p>Communication between the campus and the community needs to be increased. Both English and Spanish communications will be utilized to reach all stakeholders.</p> <p>Surveys are utilized to gather feedback from parents to guide engagement programs on campus.</p> |

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| CSF 6: School Climate | |
| School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate. | |
| <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 | |

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|--------------------------------|--|
| <input type="checkbox"/> Other | |
| Findings | <p>Surveys are and will be used to gather feedback from teachers and parents.</p> <p>Teachers are encouraged to sponsor extra-curricular activities on campus to engage students in positive experiences.</p> <p>Student attendance needs to increase, targeting repeated absenteeism.</p> |

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| CSF 7: Teacher Quality | |
| Teacher Quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development. Evidence shows that low income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers. | |
| <input checked="" type="checkbox"/> Teacher attendance | |
| <input checked="" type="checkbox"/> Teacher experience and years on campus | |
| <input checked="" type="checkbox"/> Class size | |
| <input checked="" 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>Teacher attendance is solid but will continue to be monitored. IA attendance needs to have follow up.</p> <p>Teachers want additional staff development in the area of guided reading and writing. Pull out days to disaggregate data and/or plan with specialists, received positive feedback and will be continued in some format.</p> |

Priority Needs

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

Priority Need 1

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| Reading achievement at all grade levels is low. |
| <p>CSF 1 Academic Performance</p> <p>CSF 2 Use of Quality Data to Drive Instruction</p> <p>CSF 3 Leadership Effectiveness</p> <p>CSF 4 Increased Learning Time</p> <p>CSF 5 Family and Community Engagement</p> <p>CSF 6 School Climate</p> <p>CSF 7 Teacher Quality</p> |

Priority Need 2

Writing achievement across the campus is low.

- 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

Priority Need 3

Math achievement at all grade levels is low.

- 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

Priority Need 4

Parent involvement is low.

- CSF 1 Academic Performance
- CSF 3 Leadership Effectiveness
- CSF 5 Family and Community Engagement
- CSF 6 School Climate
- CSF 7 Teacher Quality

CAMPUS: GLENN 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 | Welcome back- Team building activity, Data Analysis of STAAR and Campus performance. NCASE results and SIP. OHI presentation. RTI protocol, Family Engagement Title 1 Presentation | Assessment | All faculty | All students | Local | 6 |
| 08/22/2017 | 08/21/2017 | 2 HR rotations: T-TESS refresher, PLC, Grade book training, | Curriculum | Teachers | All students | Local | 6 |
| 08/23/2017 | 08/24/2017 | Convocation, Guided Reading follow up, Writer's workshop follow up, Create/introduce protocols for reading and writing. | Instruction | Teachers | all students | Local | 6 |
| 10/09/2017 | | Kernal Writing process to target SE/reluctant writers. Conceptual Math training | Curriculum | Teachers | Special Education and At Risk | Local | 6 |
| 11/20/2017 | 08/14/2017 | Team collaboration/planning or Summer district Professional development | Instruction | Teachers | All students | Local | 6 |

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|------------|------------|---|---------------|-------------|--------------|-------|---|
| 11/21/2017 | 08/15/2017 | Team Planning Collaboration or Summer district Professional development | Instruction | Teachers | All students | Local | 6 |
| 02/19/2018 | | PBIS update presentation, OHI and PLC follow-ups. | Collaboration | All faculty | All students | Local | 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 | 66% | 27% | 85% | 74% | 76% | 65% | 30% | 15% | 70% |
| African-American | 42% | 17% | 85% | 62% | 72% | 57% | 29% | 29% | 65% |
| Hispanic | 66% | 26% | 80% | 70% | 74% | 64% | 29% | 14% | 70% |
| White | 86% | 36% | 90% | 84% | 86% | 76% | 47% | 18% | 81% |
| Economically Disadvantaged | 66% | 27% | 75% | 66% | 68% | 64% | 29% | 15% | 70% |
| Special Education | 30% | 11% | 75% | 44% | 48% | 21% | 10% | 3% | 40% |
| At-Risk | 55% | 16% | 75% | 58% | 58% | 55% | 22% | 9% | 60% |
| Limited English Proficient | 54% | 11% | 75% | 62% | 63% | 67% | 31% | 11% | 72% |
| Asian | N/A | N/A | N/A | 89% | 78% | N/A | N/A | N/A | N/A |
| American Indian | N/A | N/A | N/A | 73% | 58% | N/A | N/A | N/A | N/A |
| Hawaiian Pacific Islander | 100% | 100% | 100% | 75% | 71% | 100% | 0% | 0% | 80% |
| Two or More | 100% | 50% | 100% | 80% | 87% | 100% | 100% | 100% | 80% |

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 | 49% | 10% | 75% | 64% | 62% | 48% | 23% | 4% | 55% |
| African-American | 60% | 20% | 75% | 53% | 56% | 0% | 0% | 0% | 50% |
| Hispanic | 47% | 10% | 75% | 60% | 59% | 49% | 24% | 3% | 55% |
| White | 75% | 0% | 80% | 72% | 73% | 33% | 17% | 17% | 45% |
| Economically Disadvantaged | 52% | 11% | 80% | 56% | 52% | 42% | 21% | 4% | 50% |

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|----------------------------|------|-----|------|-----|-----|------|-----|-----|-----|
| Special Education | 27% | 9% | 75% | 33% | 32% | 20% | 10% | 0% | 25% |
| At-Risk | 37% | 4% | 75% | 44% | 37% | 38% | 15% | 3% | 45% |
| Limited English Proficient | 11% | 0% | 75% | 54% | 49% | 33% | 13% | 0% | 40% |
| Asian | N/A | N/A | N/A | 85% | 72% | N/A | N/A | N/A | 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 | 100% | 67% | 50% | 100% | 0% | 0% | 80% |
| Two or More | 100% | 0% | 100% | 70% | 76% | N/A | N/A | N/A | N/A |

MATHEMATICS (Grades 3-5)

| Student Group | Campus % 2015-2016 | | Campus CPO 2016-2017 | State % 2016-2017 | District % 2016-2017 | Campus % 2016-2017 | | | Campus CPO 2017-2018 |
|----------------------------|-----------------------|--------------|----------------------------|----------------------|-------------------------|------------------------|------------------------|------------------------|----------------------------|
| | Standard | Final Rec | | | | Approaches Standard | Approaches Standard | Approaches Standard | |
| All Students | 66% | 24% | 75% | 79% | 80% | 62% | 28% | 10% | 70% |
| African-American | 42% | 25% | 75% | 66% | 72% | 71% | 29% | 14% | 76% |
| Hispanic | 66% | 24% | 75% | 77% | 78% | 62% | 27% | 9% | 70% |
| White | 79% | 29% | 90% | 87% | 88% | 65% | 35% | 24% | 70% |
| Economically Disadvantaged | 66% | 23% | 75% | 73% | 73% | 60% | 26% | 9% | 65% |
| Special Education | 38% | 19% | 70% | 53% | 56% | 33% | 8% | 3% | 45% |
| At-Risk | 58% | 16% | 65% | 67% | 65% | 51% | 18% | 7% | 60% |
| Limited English Proficient | 57% | 11% | 70% | 73% | 72% | 62% | 31% | 11% | 70% |
| Asian | N/A | N/A | N/A | 94% | 86% | N/A | N/A | N/A | N/A |
| American Indian | N/A | N/A | N/A | 78% | 77% | N/A | N/A | N/A | N/A |
| Hawaiian Pacific Islander | 100% | 100% | 100% | 80% | 78% | 100% | 0% | 0% | 80% |
| Two or More | 100% | 0% | 100% | 82% | 89% | 100% | 100% | 0% | 80% |

SCIENCE (Grade 5)

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

| | | | | | | | | | |
|----------------------------|------|-----|------|-----|-----|------|-----|-----|-----|
| All Students | 79% | 37% | 85% | 73% | 76% | 67% | 31% | 7% | 75% |
| African-American | 33% | 0% | 85% | 59% | 68% | 33% | 33% | 33% | 40% |
| Hispanic | 80% | 39% | 85% | 68% | 73% | 68% | 30% | 5% | 73% |
| White | 100% | 25% | 100% | 84% | 87% | 60% | 60% | 20% | 65% |
| Economically Disadvantaged | 78% | 37% | 85% | 65% | 67% | 66% | 32% | 5% | 72% |
| Special Education | 64% | 21% | 75% | 44% | 46% | 10% | 5% | 5% | 25% |
| At-Risk | 73% | 33% | 85% | 56% | 59% | 58% | 23% | 4% | 65% |
| Limited English Proficient | 82% | 36% | 85% | 57% | 58% | 75% | 13% | 0% | 80% |
| 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 | 100% | 0% | N/A | 81% | 86% | 100% | 0% | 0% | 80% |

ATTENDANCE

| | State % 2016-2017 | District % 2016-2017 | Campus % 2016-2017 | Campus CPO 2017-2018 |
|----------------------------|----------------------|-------------------------|-----------------------|-------------------------|
| All Students | 95.8% | 95.3% | 94.1% | 95.5% |
| African-American | 95.4% | 95.8% | 94.7% | 95.5% |
| Hispanic | 95.6% | 95% | 94.3% | 95.5% |
| White | 96% | 95.8% | 91.7% | 95% |
| Economically Disadvantaged | 95.4% | 94.4% | 94% | 95.5% |
| Special Education | 94.5% | 93.9% | 94% | 95.5% |
| Limited English Proficient | 96.4% | 95.8% | 96.1% | 96.5% |
| Asian | 97.8% | 96.8% | 93.7% | 95% |
| American Indian | 95.3% | 95.2% | 91.5% | 94% |
| Hawaiian Pacific Islander | 95.5% | 96.1% | 95.5% | 96.5% |
| Two or More | 95.9% | 96% | 92.4% | 95% |

RETENTION

| | District % 2016-2017 | Campus % 2016-2017 | Campus CPO 2017-2018 |
|--|-------------------------|-----------------------|-------------------------|
|--|-------------------------|-----------------------|-------------------------|

| | | | |
|------------------------|-------|-------|------|
| % of Students Retained | 0.98% | 2.09% | 1.4% |
|------------------------|-------|-------|------|

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : Reading achievement at all grade levels is low.

Goal : Teachers will implement Glenn reading expectations to ensure 100% of students will continue to progress reading levels as they move through each grade.

Goal Details

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|-----------------------------|--|
| Student Groups Impacted | All Students |
| Funding Needed | Local |
| Timeline for Implementation | <p>Ongoing throughout the year.</p> <p>June & August: Training will be provided for K-2 on guided reading and daily 5.</p> <p>August: 3-5 will receive refresher training on guided reading.</p> <p>August: Campus reading protocols will be developed.</p> <p>Monthly: Protocols will be revisited, additional training will be provided through monthly reading meetings and/or targeted staff development faculty meetings.</p> |
| November Progress Check | <p>All initial training has been completed for all grade levels. Follow up trainings will continue throughout the remainder of the school year.</p> <p>Protocols are revisited monthly.</p> |
| March Progress Check | <p>Monthly reading meetings continue with additional trainings. Protocols remain part of meeting structure. Daily 5 implementation is ongoing with targeted faculty needing additional support.</p> |

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| June Progress Check | Implementation of Guided Reading program is ongoing with targeted faculty needing additional support. Goals and activities for 2018-19 SIP will continue implementation of guided reading protocol. |
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Activity 1

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| Activity | Reading Specialist will train all staff on the Daily Five to establish roles, responsibilities and expectations for campus-wide implementation. |
| Person Responsible | Reading Specialist(s) Administration |
| Monitoring Measures | sign-sheets |
| Title 1 Fund | Yes |
| Title 1 Campuses | SWC 2, SWC 4 |
| 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

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| Activity | Develop a planning protocol for Glenn Reading to set campus expectations to include specialist role/responsibilities; planning calendars; lesson plans; and data analysis to guide instruction for campus-wide implementation. |
| Person Responsible | Reading specialist(s) Administration Teachers |
| Monitoring Measures | Reading Protocol Document |
| Title 1 Fund | No |
| Title 1 Campuses | |

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

Activity 3

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| Activity | Implement Modified Guided Reading for bilingual student needs and train new staff as needed. |
| Person Responsible | Reading Specialist(s) LST Administration Teachers |
| Monitoring Measures | LST feedback; sign-in sheets |
| Title 1 Fund | Yes |
| Title 1 Campuses | SWC 2, SWC 3, SWC 9 |
| Promote Community Involvement | |
| Educate Diverse Learners | |
| Hire, Develop, and Retain Quality Staff | |
| Promote a Safe Environment for Students and Staff | |

Activity 4

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| Activity | Special Education coordinator, with district support, will create and deliver IEP training for all staff over how to read and implement IEPs with a focus on scaffolding reading skills. |
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| Person Responsible | SE Coordinator Administration SE collaboration teachers Teachers |
| Monitoring Measures | Sign-in sheets; classroom walk throughs and feedback |
| Title 1 Fund | No |
| Title 1 Campuses | |
| Promote Community Involvement | |
| Educate Diverse Learners | |
| Hire, Develop, and Retain Quality Staff | |
| Promote a Safe Environment for Students and Staff | |

Activity 5

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

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| Promote a Safe Environment for Students and Staff | |
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Goal 2

Need : Writing achievement across the campus is low.

Goal : 100% of Glenn teachers will implement writer's workshop during scheduled writing blocks to increase student writing performance.

Goal Details

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| Student Groups Impacted | All Students |
| Funding Needed | Local |
| Timeline for Implementation | Ongoing throughout the year, August-June |
| November Progress Check | Writer's Workshop implementation is occurring in all campus classrooms. Introduction of the Daily 5 is also being utilized to increase student writing performance. |
| March Progress Check | Writer's workshop implementation is ongoing, Reading specialists continue to provide support through monthly planning meetings with teachers. Daily 5 is being utilized with fidelity in approximately 70-75% of the classrooms and student growth is apparent. |
| June Progress Check | Writer's workshop implementation is ongoing, Reading specialists provides support through monthly planning meetings with teachers. Daily 5 is being utilized with fidelity in approximately 70-75% of the classrooms and student growth is apparent. Implementation of writer's workshop with additional training and coaching will continue for 2018-19 SIP. |

Activity 1

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| Activity | Develop and train all staff as appropriate on Writer's Workshop Protocol for Glenn Elementary that will set grade level specific campus expectations for implementing writer's workshop with a focus on modifying for special populations. |
| Person Responsible | Reading Specialist |
| Monitoring Measures | Writer's Workshop Protocol document, classroom observations and feedback. |
| Title 1 Fund | No |

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| 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

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|---|---|
| Activity | Training and Implementation Kernal Writing for SE writing skills; individualized based on IEP |
| Person Responsible | Reading Specialist SE Coordinator |
| Monitoring Measures | sign-in sheets; student work samples |
| 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

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| Activity | Vertical team planning coordinated by the Specialist to provide grade level specific examples; gain feedback; share out successes; commitment to planning time and sharing of information. |
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| Person Responsible | Reading specialist administration teachers |
| Monitoring Measures | specialists, meeting agenda |
| Title 1 Fund | No |
| Title 1 Campuses | |
| Promote Community Involvement | |
| Educate Diverse Learners | |
| Hire, Develop, and Retain Quality Staff | |
| Promote a Safe Environment for Students and Staff | |

Activity 4

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

Activity 5

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|---|--|
| 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 : Math achievement at all grade levels is low.

Goal : 100% of Glenn teachers will utilize Math planning strategies implemented by district Math personnel to improve student achievement.

Goal Details

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|-----------------------------|---|
| Student Groups Impacted | All Students |
| Funding Needed | Local |
| Timeline for Implementation | Ongoing throughout the year, August - June. |

| | |
|-------------------------|---|
| November Progress Check | Guided math goal was revisited by leadership team and adjusted. With district math support we are focusing on the planning piece to increase student achievement in math. |
| March Progress Check | District personnel continues to plan and model for teachers. Support being provided during monthly math meetings with additional pullout days taking place periodically dependent on team needs. Student growth is being monitored through informal assessments, STAAR data and CDBs, growth is being shown at most grade levels. |
| June Progress Check | District personnel completed 2017-18 support for math planning. Student growth has been monitored and preliminary scores show marked growth. Planning protocol will continue to be an expectation for teams. |

Activity 1

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|---|---|
| Activity | Develop and train all staff on breaking down grade level TEKS to target instruction and provide meaningful lessons based on campus and student needs. |
| Person Responsible | Math specialist, central office support personnel administration |
| Monitoring Measures | Lesson plans, classroom walk through and feedback, district and state 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 2

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|---------------------|---|
| Activity | Math specialist will develop resources to plan units for grade level teams to align to the conceptual units of instruction. |
| Person Responsible | Math specialist |
| Monitoring Measures | Math resource library |
| Title 1 Fund | No |

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| 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

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| Activity | Develop common assessments collaboratively (specialist, grade level team, special education) to assess student learning to guide instruction. |
| Person Responsible | Teachers Math specialist SE collab teachers |
| Monitoring Measures | common assessments |
| Title 1 Fund | No |
| Title 1 Campuses | |
| Promote Community Involvement | |
| Educate Diverse Learners | |
| Hire, Develop, and Retain Quality Staff | |
| Promote a Safe Environment for Students and Staff | |

Activity 4

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| 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 5

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| 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 4

Need : Parent involvement is low.

Goal : Provide campus opportunities for parents that results in an increase in family engagement.

Goal Details

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|-----------------------------|--|
| Student Groups Impacted | All Students |
| Funding Needed | Local |
| Timeline for Implementation | Ongoing throughout the year, August-June. |
| November Progress Check | We continue to host a variety of parent events on campus: Glenn Family Empowerment classes, Parent University, Science Night, Open House, Meet the Teacher, Breakfast and Babies, etc. We have seen an increase in attendance at several of the events and are seeing new faces in attendance. |
| March Progress Check | We continue to host a variety of parent events on campus: Glenn Family Empowerment classes, Parent University, Breakfast and Babies, etc. We have seen an increase in attendance at several of the events and are seeing new faces in attendance. |
| June Progress Check | Parent engagement activities are currently being re-evaluated for effectiveness and audience attendance. Activities for parent engagement, will continue to build parent capacity but will be embedded into SIP goals for 2018-19. |

Activity 1

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|-------------------------------|---|
| Activity | Plan GFE events to include evening and day events throughout the year and establish faculty expectations for involvement. |
| Person Responsible | Parent Engagement Liaison Administration |
| Monitoring Measures | Event calendar; sign-in sheets |
| Title 1 Fund | Yes |
| Title 1 Campuses | SWC 2, SWC 6 |
| Promote Community Involvement | |

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

Activity 2

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| Activity | Teachers will use resources (Remind 101, Class Dojo, etc.) to communicate with parents to create specialized reminders that keep parents updated and informed on campus events and deadlines. |
| Person Responsible | Teachers Parent Engagement Liaison Administration |
| Monitoring Measures | teacher artifacts |
| Title 1 Fund | No |
| Title 1 Campuses | |
| Promote Community Involvement | |
| Educate Diverse Learners | |
| Hire, Develop, and Retain Quality Staff | |
| Promote a Safe Environment for Students and Staff | |

Activity 3

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|---------------------|---|
| Activity | The parent and family engagement liaison will organize targeted parent group classes to increase parent capacity. |
| Person Responsible | Parent Engagement Liaison |
| Monitoring Measures | sign-in sheets; agendas |
| Title 1 Fund | Yes |

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| Title 1 Campuses | SWC 6 |
| Promote Community Involvement | |
| Educate Diverse Learners | |
| Hire, Develop, and Retain Quality Staff | |
| Promote a Safe Environment for Students and Staff | |

Activity 4

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| Activity | Plan and host family night events targeting Special Education, Bilingual and content specific supports. |
| Person Responsible | Parent Engagement Liaison Administration ALL campus staff |
| Monitoring Measures | sign-in sheets; flyers; agendas |
| 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 | |

Activity 5

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| Activity | |
| Person Responsible | |

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| 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 : Students will learn life-long practices related to health and fitness.

Goal Details

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|-----------------------------|---|
| Student Groups Impacted | All Students |
| Funding Needed | Local |
| Timeline for Implementation | On going throughout the school year. |
| November Progress Check | Activities related to life-long health and fitness continue within the Physical education program. Counseling lessons also include lessons related to yoga, exercise and health related well being. |
| March Progress Check | Activities related to life-long health and fitness continue within the Physical education program. Counseling lessons also include lessons related to yoga, exercise and health related well being. |
| June Progress Check | Health and fitness program continued until the end of the school year. |

Activity 1

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| Activity | Active participation in PE curriculum designed to increase physical skills. |
| Person Responsible | PE teacher |

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| Monitoring Measures | Walkthroughs, Fitness Gram Activity. |
| Title 1 Fund | No |
| Title 1 Campuses | |
| Promote Community Involvement | |
| Educate Diverse Learners | |
| Hire, Develop, and Retain Quality Staff | |
| Promote a Safe Environment for Students and Staff | |

Activity 2

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|---|----|
| Activity | |
| Person Responsible | |
| Monitoring Measures | |
| Title 1 Fund | No |
| Title 1 Campuses | |
| Promote Community Involvement | |
| Educate Diverse Learners | |
| Hire, Develop, and Retain Quality Staff | |
| Promote a Safe Environment for Students and Staff | |

Activity 3

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| 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

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| 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

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|---|--|
| 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 | |