



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



## SCHOOL IMPROVEMENT PLAN

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# KRUEGER ELEMENTARY SCHOOL

## 2017-2018

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# KRUEGER ES

## Needs Assessment 2017-2018

### Process

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

Content committees met in April to review the current SIP and the goals' progress each committee established for the campus.

On the May 5th Early Release, the staff reviewed our 2016-17 SIP goals to determine changes/updates possibly needed. Groups conducted a SWOT/Compass Points activity based on findings from the April committee meetings. The parameters given were to address the strengths & weaknesses of CSF #1, 2, 5 & 6. Results were recorded and administrators reviewed the information and found several areas that needed to continue in the SIP.

Team leaders/facilitators met on May 23rd to finalize goals and activities. The group developed our staff development plan for next year.

On May 30th the SAT committee met to discuss and approve the staff development plan for 2017-18 school year.

## 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 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 checked="" type="checkbox"/> Other     DRA & BAS levels, NEAR & TPRI data, CDB information.	
Findings	<p>Overall STAAR scores in 3rd grade reading remained at 86% while math increased from 86% to 88%. Moreover in math, At-Risk increased from 53% to 54% and SE increased from 55% to 59%. However, 3rd grade reading At-Risk dropped from 56% to 50% and SE reading dropped from 62% to 59%.</p> <p>Fourth grade reading scores dropped from 93% to 84% overall (lowest passing rate ever)...At-Risk dropped from 72% to 62% and SE dropped from 80% to 63%. 4th grade math dropped from 91% to 89% overall...At-Risk fell from 69% to 59% while SE dropped from 65% to 53%. Writing scores dropped from 86% to 74% overall (lowest score ever)...At-Risk fell from 56% to 45% and SE dropped from 60% to 47%.</p> <p>Overall scores for 5th reading increased from 92% to 93% and 5th math remained at 98% passing. However, science scores dropped from 87% (last four years) to 77%...At-Risk dropped 67% to 47% and SE increased from 48% to 52%. If we had tested 30 SE kids then we wouldn't have made Safeguards in science??</p> <p>Writing and science scores dropped overall. There are still large gaps in passing rates between "All students" and our "At-Risk" and "Special Ed" sub groups.</p>

**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 Quintile information

Findings	<p>We plan to continue looking at student progress measures in Index 2. Need current info here.....We implemented student growth folders in 2016-17 and plan to update the tracking expectations for 2017-18.</p> <p>With fewer CDBs to track in 2017-18 we will need to develop campus/grade level common assessments in reading, writing and math. This needs to be accomplished during weekly/monthly team planning and collaboration.</p>
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**CSF 3: Leadership Effectiveness**

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

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

Findings	<p>Team leaders/facilitators meet w/administration each month. Minutes are posted on campus share drive for all staff members to view.</p> <p>Facilitators meet w/committee members monthly to disseminate information and plan events.</p> <p>MSD and Reading Specialist meet w/teams after each CDB, TPRI assessment, etc.</p> <p>Teams met a minimum of once a month to Genre Plan. We added Grammar Matters planning in the spring.</p> <p>Administration meets w/counselors, LSSP and SE Coordinator each Monday morning.</p> <p>Other forms of communication include:  weekly staff bulletin...monthly staff calendar  Student Achievement meetings each grading period  Monthly CHILD 2.2 mtgs and monthly CHILD III mtgs  All staff utilized REMIND and some used TWITTER</p>
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**CSF 4: Increased Learning Time**

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

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

Findings	<p>Used Quintiles in Math/Reading CDB data reviews w/teams</p> <p>SAM followed up at monthly CHILD 2.2 meetings</p> <p>After-school tutoring in grades 1-5</p> <p>LLI was used in all collab. classes, by reading specialist and At-Risk specialist (pull-outs)</p> <p>STAR time interventions provided 3x weekly</p> <p>Morning intervention lab (TTM, iStation. etc)</p> <p>Monthly Genre/Grammar Matters planning.</p> <p>Admin met weekly w/reading specialist &amp; biweekly w/MSD for planning purposes</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.

- Communication
- Family and community activities
- Family and community input

<input checked="" type="checkbox"/> Family and community services	
<input type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	
Findings	<p>TWITTER Challenge w/staff led to increased awareness of classroom activities and value of sharing info w/others. Krueger will have a school TWITTER account in 2017-18.</p> <p>Monthly newsletter/parent calendar sent home and posted on school web site</p> <p>REMIND and School Messenger sent out to parents, as needed.</p> <p>Coffee w/the Principal</p> <p>PTAvenue utilized as form of communication and membership drive</p> <p>Hosted family nights such as Literacy Night and STEM Night. PTA hosted a family dance and a family movie night.</p> <p>Counselors offer resources to families</p> <p>Community services include: SA Food Bank Drive, Toys for Tots, clothing donations, Humane Society, etc.</p>

<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 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 checked="" type="checkbox"/> Other     District Safety Survey (10 lowest scoring responses)	
Findings	<p>Continue encouraging good/perfect attendance through morning announcements, classroom competitions and individual student recognition w/incentives such as pencils, trophies and extra recess.</p> <p>Continue issuing CAVS tickets to encourage positive student behavior. Implement Year 3 of Pillar Breakfast for Pillars of Character nominees across K-5.</p> <p>Continue offering after school activities such as: choir, orchestra, STEAM team, Solar Cars, Lego Robotics, Cardboard Arcade, etc.</p> <p>Staff survey indicated the need for more staff feedback after walk-thrus and more "pats on the back."</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.

Teacher attendance

Teacher experience and years on campus

Class size

Staff retention rates

Alignment of curriculum, instruction, assessment

Alignment of CDB scores and STAAR results

Effectiveness of planning and collaboration

Professional development experiences and requests

Other T-TESS feedback

Findings	<p>Despite some STAAR scores dropping, all Krueger scores were within the top 15 highest scores in the district except: 5th Science we scored 36th in the district.</p> <p>Teams collaborated at least once a month for Genre Planning in the cafeteria. On an Early Release day in May it became apparent that we need more staff development/training on Grammar Matters.</p>
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**Priority Needs**

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

## Priority Need 1

Writing scores dropped from 86% to 74% overall (lowest score ever)...At-Risk fell from 56% to 45% and SE dropped from 60% to 47%.

Science scores dropped from 87% (last four years) to 77%...At-Risk dropped 67% to 47% and SE increased from 48% to 52%. If we had tested 30 SE kids then we wouldn't have made Safeguards in science??

3rd grade reading At-Risk dropped from 56% to 50% and SE reading dropped from 62% to 59%.

Fourth grade reading scores...At-Risk dropped from 72% to 62% and SE dropped from 80% to 63%. 4th grade math...At-Risk fell from 69% to 59% while SE dropped from 65% to 53%. Writing scores...At-Risk fell from 56% to 45% and SE dropped from 60% to 47%.

Science scores...At-Risk dropped 67% to 47% and SE increased from 48% to 52%. If we had tested 30 SE kids then we wouldn't have made Safeguards in science?

There are still large gaps in passing rates between "All students" and our "At-Risk" and "Special Ed" sub groups.

We also need to continue to focus on individual student growth (Index 2) and not just overall scores and scores of sub-groups.

CSF 1 Academic Performance

CSF 2 Use of Quality Data to Drive Instruction

Priority Need 2

We need to increase the effectiveness of instructional planning time among teams. While we did plan reading monthly (Genre) we need to expand the expectations to planning in all areas and on a more consistent basis.

We also need to move to the PLC model/concept of planning to be more effective.

Common assessments will need to be a big part of future planning now that CDBs have been decreased.

CSF 3 Leadership Effectiveness  
CSF 4 Increased Learning Time

Priority Need 3

Based on staff surveys teachers want specific feedback after walk-throughs and more "pats on the back" from administration.

Administrators also need to provide additional T-TESS training and Goal Setting training for the staff.

CSF 3 Leadership Effectiveness  
CSF 4 Increased Learning Time

Priority Need 4

Students need to continue to be exposed to the ideas of grit, perseverance critical thinking, goal setting, positive character traits, self management, etc in order to grow into productive citizens.

CSF 6 School Climate



**Campus: KRUEGER ES**

**School Improvement Plan Signatures**

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

**Date of SAT Meeting: 05/30/2017**

<b>SAT Member</b>	<b>Name</b>	<b>Signature</b>
Principal	LaNeil Belko	
Parent Community Representative	Albert Del La Torre	
Staff Representative	Yvette Dralle	

**LIST SAT MEMBERS IN THE BLANKS BELOW**

<b>FULL NAME</b>	<b>POSITION</b>
Brian Earl	Parent
Albert Del La Torre	Community Member
Kirsten Velasquez	Administrator
LaNeil Belko	Principal
Kim Terrill	Parent
Micki Moore	Parent
Yvette Dralle	Staff Member
Sheree Riggs	Community Member

**CAMPUS: KRUEGER 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, Data Day Info, T-TESS Refresher/Goal Setting Team Planning Overview w/B. Parish, Team Planning (1 hour)	Curriculum	All Staff	PK-5	N/A	6
08/22/2017		PLC Campus Overview, Counselors' training (1 hour) PRF Review & Committee Planning	Collaboration	All Staff	PK-5	N/A	6
08/23/2017	08/24/2017	Convocation, New Grade book training w/TSS	Technology	All Staff	K-5	N/A	3
10/09/2017		District Training & Teacher Workday/Parent Conferences	Instruction	All Staff	PK-5	N/A	3
11/20/2017		Staff earns 6 hours of Teacher Choice to comp out of this day					
11/21/2017		Staff earns 6 hours of Teacher Choice to comp out of this day					

02/19/2018		Formative Assessments & Teacher Workday/PL-RT Conferences	Assessment	All Staff	Pk-5	N/A	3
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ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES

READING (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	90%	58%	95%	74%	76%	88%	61%	32%	90%
African-American	94%	82%	95%	62%	72%	92%	46%	38%	95%
Hispanic	88%	52%	95%	70%	74%	85%	58%	27%	90%
White	94%	62%	95%	84%	86%	93%	68%	39%	95%
Economically Disadvantaged	85%	52%	95%	66%	68%	83%	54%	25%	85%
Special Education	67%	32%	85%	44%	48%	71%	39%	15%	75%
At-Risk	67%	21%	85%	58%	58%	65%	22%	6%	70%
Limited English Proficient	65%	35%	85%	62%	63%	57%	43%	14%	65%
Asian	82%	64%	85%	89%	78%	86%	71%	57%	90%
American Indian	100%	100%	100%	73%	58%	100%	100%	0%	100%
Hawaiian Pacific Islander	100%	100%	100%	75%	71%	N/A	N/A	N/A	N/A
Two or More	100%	84%	95%	80%	87%	93%	73%	53%	95%

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%	55%	85%	64%	62%	74%	42%	12%	85%
African-American	83%	67%	85%	53%	56%	100%	0%	0%	100%
Hispanic	84%	49%	85%	60%	59%	68%	37%	10%	75%
White	90%	64%	85%	72%	73%	80%	52%	15%	85%
Economically Disadvantaged	85%	48%	85%	56%	52%	61%	33%	6%	70%

Special Education	60%	35%	85%	33%	32%	47%	26%	11%	65%
At-Risk	56%	19%	85%	44%	37%	45%	14%	7%	65%
Limited English Proficient	75%	50%	85%	54%	49%	0%	0%	0%	65%
Asian	100%	80%	85%	85%	72%	50%	50%	0%	65%
American Indian	N/A	N/A	N/A	61%	71%	100%	0%	0%	100%
Hawaiian Pacific Islander	100%	100%	100%	67%	50%	N/A	N/A	N/A	N/A
Two or More	80%	40%	85%	70%	76%	100%	67%	33%	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	91%	57%	95%	79%	80%	92%	62%	34%	95%
African-American	100%	65%	95%	66%	72%	92%	69%	54%	95%
Hispanic	89%	49%	95%	77%	78%	91%	58%	29%	95%
White	94%	67%	95%	87%	88%	95%	68%	41%	95%
Economically Disadvantaged	88%	54%	95%	73%	73%	89%	59%	30%	95%
Special Education	67%	21%	95%	53%	56%	70%	38%	22%	75%
At-Risk	74%	15%	95%	67%	65%	72%	24%	6%	75%
Limited English Proficient	88%	35%	95%	73%	72%	86%	43%	14%	90%
Asian	91%	73%	95%	94%	86%	100%	71%	43%	100%
American Indian	100%	100%	100%	78%	77%	100%	100%	0%	100%
Hawaiian Pacific Islander	100%	100%	100%	80%	78%	N/A	N/A	N/A	N/A
Two or More	95%	79%	95%	82%	89%	93%	60%	40%	95%

**SCIENCE (Grade 5)**

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

All Students	87%	38%	90%	73%	76%	77%	37%	13%	85%
African-American	100%	43%	90%	59%	68%	86%	29%	29%	90%
Hispanic	83%	29%	90%	68%	73%	73%	37%	12%	75%
White	90%	50%	90%	84%	87%	84%	39%	16%	85%
Economically Disadvantaged	79%	34%	80%	65%	67%	68%	25%	9%	75%
Special Education	48%	17%	80%	44%	46%	52%	26%	13%	65%
At-Risk	67%	8%	80%	56%	59%	47%	7%	0%	65%
Limited English Proficient	50%	0%	80%	57%	58%	0%	0%	0%	65%
Asian	75%	50%	90%	89%	75%	67%	33%	0%	70%
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%	50%	90%	81%	86%	83%	33%	0%	90%

## ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	96.6%	97.5%
African-American	95.4%	95.8%	97.1%	97.5%
Hispanic	95.6%	95%	96.5%	97.5%
White	96%	95.8%	96.8%	97.5%
Economically Disadvantaged	95.4%	94.4%	96.1%	97.5%
Special Education	94.5%	93.9%	96%	97.5%
Limited English Proficient	96.4%	95.8%	97.1%	97.5%
Asian	97.8%	96.8%	97.2%	97.5%
American Indian	95.3%	95.2%	93.2%	97.5%
Hawaiian Pacific Islander	95.5%	96.1%	99.1%	97.5%
Two or More	95.9%	96%	96.9%	97.5%

## 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 : Writing scores dropped from 86% to 74% overall (lowest score ever)...At-Risk fell from 56% to 45% and SE dropped from 60% to 47%.

Science scores dropped from 87% (last four years) to 77%...At-Risk dropped 67% to 47% and SE increased from 48% to 52%. If we had tested 30 SE kids then we wouldn't have made Safeguards in science??

3rd grade reading At-Risk dropped from 56% to 50% and SE reading dropped from 62% to 59%.

Fourth grade reading scores...At-Risk dropped from 72% to 62% and SE dropped from 80% to 63%. 4th grade math...At-Risk fell from 69% to 59% while SE dropped from 65% to 53%. Writing scores...At-Risk fell from 56% to 45% and SE dropped from 60% to 47%.

Science scores...At-Risk dropped 67% to 47% and SE increased from 48% to 52%. If we had tested 30 SE kids then we wouldn't have made Safeguards in science?

There are still large gaps in passing rates between "All students" and our "At-Risk" and "Special Ed" sub groups.

We also need to continue to focus on individual student growth (Index 2) and not just overall scores and scores of sub-groups.

Goal : System Safeguards: Increase Eco Did scores.

### Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	August-May.



November Progress Check	<p>Writing, Reading and Math tutoring began Nov. 7th for grades 2nd and 4th.</p> <p>System Safeguards: 4th grade struggling Eco Dis students were invited to tutoring. Admin is monitoring summative data with 4th grade teachers.</p>
March Progress Check	<p>System Safeguards: Monitored student writing progress thru SAM meetings (two thus far) and collection of student writing samples w/rubrics on: Sept. 8, Oct. 10., Nov., 17., and Feb. 2.</p> <p>District Writing CDB results indicated only 50% of our Eco Dis students passed the assessment. Based on the writing CDB, teachers provided targeted interventions (with emphasis on Eco Dis students) during STAR three times a week for two weeks. We gave a Mock Writing test on Feb. 27. This data results showed 60% of Eco. Dis students passed this time. Despite not passing two students improved their scores from 47 to 54 and 41 to 58. Based on student needs the teachers will provide a one-week Writing Boot Camp for all students and have writing tutoring after school for targeted students. We are also using a computer program called Education Galaxy.</p> <p>On Feb. 19th (K-5) we revisited our campus/district writing expectations. took a Ghost Walk to look for grammar/writing evidence, teams met in vertical teams to discuss, and 4th grade did a mini-lesson on the three types of sentences.</p> <p>4th/5th were given a half day to plan on March 6th. 4th grade disaggregated their Mock Writing data and planned their STAAR Writing Blitz and Writing Boot Camp lessons.</p>
June Progress Check	<p>System Safeguards: 78% of Eco Did students passed STAAR Writing thus removing us from System Safeguards status.</p> <p>Writing scores rose 10 points from 74 to 84</p> <p>Science scores increased 11 points from 77 to 88.</p>

#### Activity 1

Activity	<p>Provide small group instruction and tutorial support for students working below grade level and/or failed STAAR. Use assessments such as: CDB Quintiles, TPRI, running records, common assessments, etc to identify students in need of interventions and enrichment.</p>
Person Responsible	<p>All teachers Reading Specialist &amp; MSD Administration</p>
Monitoring Measures	<p>Monthly monitoring of Rtl process, Student Achievement Meetings w/admin quarterly.</p> <p>Data review meetings after CBDs, TPRI, common assessments, etc.</p> <p>Monitor before and after school tutoring programs.</p> <p>System Safeguards: Utilize procedures listed above to monitor/track progress of ECO Dis Writing</p>

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

## Activity 2

Activity	<p>In order to increase student achievement scores in the area of writing, we will continue to plan for and implement Grammar Matters in all classrooms grades K-5.</p> <p>In order to increase student achievement scores in science 5th grade teachers will attend district training. All teachers will continue using Inquiry Notebooks.</p> <p>We will implement monthly school-wide STEM activities.</p>
Person Responsible	<p>Classroom teachers Reading Specialist Administration</p>
Monitoring Measures	<p>System Safeguards: On-going PD in Grammar Matters Monitor lesson plans and team planning. Collect samples of student writing and science notebooks Walk-thrus and formal observations.</p>
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	
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Activity 3

Activity	Staff will use on-going data to track student progress and compare SE and Eco Dis students to their "All Student" peers to narrow the achievement gaps.
Person Responsible	All teachers Reading Specialist, MSD, SE Coordinator Administration
Monitoring Measures	System Safeguards: Data from CFA assessments (meeting w/teams) Monitor interventions through SAM and CHILD 2.2 meetings 4th Writing Assessment folders (specifically track ECO DIS & SE students) Sit in on and monitor PLC Collab. Planning
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	

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

**Activity 5**

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

**Goal 2**

**Need :** We need to increase the effectiveness of instructional planning time among teams. While we did plan reading monthly (Genre) we need to expand the expectations to planning in all areas and on a more consistent basis.

We also need to move to the PLC model/concept of planning to be more effective.

Common assessments will need to be a big part of future planning now that CDBs have been decreased.

Goal : Teams will meet weekly to plan reading/writing and math lessons that are differentiated, engaging and relevant based on the needs of their students according to on-going formative assessments.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	August-May
November Progress Check	<p>Teams meet twice monthly as a PLC in the library. We have developed planning protocols and a step by step binder that teachers utilize at each session.</p> <p>Teams are creating and utilizing CFAs and analyzing data to provide interventions.</p>
March Progress Check	<p>On Feb. 19th we had the staff read and discuss "The Futility of PLC Lite" and watch the Marshall PLC video. We completed a PLC SWOT analysis to see our strengths and determine next steps.</p> <p>We consistently use our PLC binder when we meet in our PLCs. Teams meet at least twice monthly in the library to do PLC planning. Both administrators, the MSD and Reading Specialist are present and walk around from team to team. Admin provides both written and verbal feedback/guidance for each meeting.</p> <p>Teams create Data Action Plans after most CFAs and use this to create reteach groups for STAR time interventions. We've also held two after-school tutoring sessions for each grade level (3-5).</p>
June Progress Check	We sent out an EOY staff survey regarding PLC planning. One area of needed improvement was the Enrichment piece.

Activity 1

Activity	Administration will utilize trainer of trainer model to present an overview to staff of the PLC model of planning. Admin will sit in on team meetings to assist w/follow-up concerns/questions regarding implementation of four critical questions when planning.
Person Responsible	Classroom teachers Admin and leadership team
Monitoring Measures	Feedback from staff after PLC training Admin sit in on weekly planning meetings
Title 1 Fund	
Title 1 Campuses	

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

Activity 2

Activity	Teams will incorporate on-going formative assessments into their weekly lesson planning to ensure student mastery of concepts and drive instructional decisions.
Person Responsible	All teachers Team leaders Administration
Monitoring Measures	Evidence of formative assessment in lesson plans & team planning sheets Walk thrus and formal assessments Data from formative assessments discussed at weekly team meetings.
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	
Person Responsible	
Monitoring Measures	

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

Activity 4

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

Activity 5

Activity	
Person Responsible	

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

### Goal 3

**Need :** Based on staff surveys teachers want specific feedback after walk-throughs and more "pats on the back" from administration.  
Administrators also need to provide additional T-TESS training and Goal Setting training for the staff.

**Goal :** Administrators will provide specific, timely feedback to staff after walk-thrus. In addition, administrators will provide on-going T-TESS support to those teachers not observed last year.

### Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	August-May
November Progress Check	Admin. presented the T-TESS Overview w/Goal Setting component in August. Admin. has half completed (50%) all required walk-throughs for off-year staff for the first semester.
March Progress Check	Admin completed all required observations and completed 90% of walk-throughs. Our goal is to have all walk-throughs completed by March 23.
June Progress Check	All walk-throughs were completed by the deadline stated above.



Activity 1

Activity	Administration will provide T-TESS Overview/Refresher training on August 21 with follow-ups throughout the year.
Person Responsible	Administration
Monitoring Measures	Formal/informal observations Feedback from staff
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

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

Promote a Safe Environment for Students and Staff	
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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 4**

**Need :** Students need to continue to be exposed to the ideas of grit, perseverance critical thinking, goal setting, positive character traits, self management, etc in order to grow into productive citizens.

**Goal :** Implement programs/initiatives that will ensure students understand shared responsibility, model necessary coping skills and encourage student leadership.

**Goal Details**

Student Groups Impacted	All Students
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Funding Needed	Local
Timeline for Implementation	August-May
November Progress Check	On-going. We have held one Pillar of Character breakfast and will have another one on the Monday after Thanksgiving. We held a BOY Goal-Setting Rally and one Advisory lesson on respect.  Counselors have weekly guidance meetings.
March Progress Check	On-going. We have held four Pillar of Character breakfasts. We held a BOY Goal-Setting Rally and four Advisory lessons.  Counselors have weekly guidance meetings.
June Progress Check	Counselors completed all guidance lessons.

#### Activity 1

Activity	Counselors will present lessons during guidance classes that focus on anti-bullying, cyber bullying strategies, character building and other coping skills.
Person Responsible	Counselors Classroom teachers Admin follow-up on morning announcements
Monitoring Measures	Guidance lessons/lesson plans Monday Class Meetings Weekly Announcements
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

#### Activity 2

Activity	Staff will facilitate development of student leadership skills based on Pillars of Character through monthly Advisory lessons and weekly class meetings. Continue to encourage and nominate students each six weeks for Pillar Award/Breakfast.
Person Responsible	Classroom teachers Student Leadership Committee/Facilitator Administration
Monitoring Measures	Student/staff participation in Advisory lessons Pillar Breakfast student attendance BOY and EOY rallies
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	
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Activity 4

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

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	

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

Goal :

Goal Details

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

Activity 1

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	

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

Activity 2

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

Activity 3

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	



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

Activity 4

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

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	

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

Goal : Provide school-wide learning opportunities for all students to be healthy and active for a lifetime.

#### Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	Fall 2017
November Progress Check	PTA Fun Run was completed on Nov. 2nd w/great participation.
March Progress Check	January PTA meeting was a PE exercise/drumming program. Good attendance. March 8th Heroes for Health for PK-3.
June Progress Check	Successful year.

#### Activity 1

Activity	PTA will sponsor a school-wide Fun Run fundraiser to encourage healthy living.
Person Responsible	PTA Fundraising rep All staff Administration
Monitoring Measures	Participation in the Fun Run
Title 1 Fund	

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

### Activity 2

Activity	Coaching staff will enter students into the Go Kids Challenge.
Person Responsible	Coaches
Monitoring Measures	Participation in the event.
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	