



NORTHSIDE
SCHOOL



INDEPENDENT
DISTRICT



SCHOOL IMPROVEMENT PLAN

LIECK ELEMENTARY SCHOOL

2017-2018

LIECK ES

Needs Assessment 2017-2018

Process

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

We began this process in November 2016 by conducting a grows/glows activity for our 16-17 goals and activities with Leadership Team. VP and Principal put all data in a Google spreadsheet.

Next, we met with staff at Faculty meeting in Nov 2016 to share these grows and glows and get more feedback.

January 2017-met with Leadership team to review areas that needed more support based on data from meetings in November 2016. Areas included Technology integration, CDB data, and common assessments.

Support was given by Academic Technology Coach and Reading specialist in these areas to help teachers meet our goals in SIP.

February/March 2017-CDB data was shared in Leadership meeting and with all staff, and discussion was had on what was needed in the areas of Reading and Math.

May 2017-goals and activities were formulated in Faculty meeting and then honed with Leadership team for SIP 17-18.

Data and Campus Practices Review

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

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

CSF 1: Academic Performance	
Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.	
<input checked="" type="checkbox"/> STAAR/EOC/TAKS	
<input 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 common assessments, CDB's	
Findings	Writing has been a focus on our campus this year-we have had 3 school wide writing pieces, held Vertical team meetings to address Writing needs in each grade level. Spec Ed and At risk students continue to be an area needing improvement.

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	

<input checked="" type="checkbox"/> CDBs	
<input checked="" type="checkbox"/> Common Assessments	
<input type="checkbox"/> Other	
Findings	Common assessments were used more this year to form intervention groups.

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

CSF 4: Increased Learning Time	
Increased Learning Time necessitates flexible scheduling that allows time for additional instructional minutes, enrichment activities and staff collaborative planning time. Increased Learning Time necessitates strategies that maximize the number of sustained, engaging instructional minutes that must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, using time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers that continuously strengthen instructional practices. This CSF confirms, as a requisite, an instructionally focused calendar.	
<input checked="" type="checkbox"/> Response to Intervention	
<input checked="" type="checkbox"/> Interventions implementation and effectiveness	
<input checked="" type="checkbox"/> Student identification for increased learning time	
<input checked="" type="checkbox"/> Tutorials	

<input type="checkbox"/> Other	
Findings	Increased learning time is ongoing through morning intervention time (Rise and Shine), day tutors for grades K-2, Lexia, I Ready, small group instruction, Enrichment groups grades 3-5 but data in these areas is not consistently discussed or analyzed.

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 type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	
Findings	We communicate with parents through monthly newsletters, Remind, Facebook, and school website. We offer fun, free events for parents 4 times a year with school and PTA events. This year we had a Cyber Safety Informational Session for parents with free food and child care.

CSF 6: School Climate	
School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.	
<input type="checkbox"/> Teacher surveys	
<input type="checkbox"/> Parent surveys	
<input type="checkbox"/> Student surveys or panels	
<input checked="" type="checkbox"/> Discipline	
<input checked="" type="checkbox"/> Student attendance	
<input checked="" type="checkbox"/> Extra-curricular activities and clubs	
<input type="checkbox"/> Other	
Findings	We have a positive school culture. Our attendance for students and teachers is consistent with the district. We have a variety of after school clubs for students. We are planning on more after school activities for students in K-2.

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

Findings	WE are a PLC campus. There are some grade level teams that are more proficient with the process than others. We have made some changes to teams to ensure that high levels of planning is occurring on each grade level. We are making a change to our rotation day schedule for next year to include a half day of planning time three times a year for each grade level team.
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Priority Needs

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

Priority Need 1

We can better implement Reading and Writing instruction by following the Balanced Literacy Model.

CSF 1 Academic Performance
CSF 4 Increased Learning Time
CSF 7 Teacher Quality

Priority Need 2

We need more training and support in the implementation of Guided Math.

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

Priority Need 3

To utilize multiple sources of data for students to ensure that they are receiving effective instruction or intervention support, with a focus on Eco Dis, At Risk and Spec Ed students.

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

Campus: LIECK ES

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 04/20/2017

SAT Member	Name	Signature
Principal	Rachel Delgado	
Parent Community Representative	Corria Yokum	
Staff Representative	Laura Myers	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Ryan Boyle	Administrator
Barry Perez	Central Office Representative
Daniel Vidaurri	Parent
Denise Candelario	Business Representative
Jamie Firgens	Staff Member
Terra Mason	Parent
Justin Finney	Parent
Patty Maltos	Parent

CAMPUS: LIECK 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		T-Tess Refresher/eRTI and Spec Ed training	Assessment	teachers	all		
08/22/2017		Lieck Academy-Reading, Math, Writing, Data for each	Instruction	teachers	all		
08/23/2017		Lieck Academy-Discipline, Attendance, Instructional Expectations, School Handbook, Procedures	Instruction	all staff	all		
10/09/2017		Making Thinking Visible-half day PLC -half day	Collaboration	teachers	all		
11/20/2017	08/14/2017	Teambuilding/Balanced Literacy Rdg/Writing	Collaboration	teachers	all		
11/21/2017	08/15/2017	Curriculum Mapping w/ each grade level/PLC training	Curriculum	teachers	all		
02/19/2018		Balanced Literacy Rdg/Writing	Instruction	teachers	all		

CAMPUS: LIECK ES

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	84%	55%	86%	74%	76%	84%	50%	28%	86%
African-American	88%	42%	90%	62%	72%	86%	31%	21%	88%
Hispanic	82%	54%	84%	70%	74%	81%	50%	27%	83%
White	88%	58%	90%	84%	86%	88%	53%	29%	90%
Economically Disadvantaged	81%	46%	83%	66%	68%	77%	42%	23%	78%
Special Education	53%	28%	55%	44%	48%	41%	28%	0%	43%
At-Risk	63%	18%	65%	58%	58%	65%	23%	6%	67%
Limited English Proficient	78%	11%	80%	62%	63%	70%	40%	20%	72%
Asian	86%	57%	88%	89%	78%	88%	75%	38%	90%
American Indian	100%	100%	100%	73%	58%	100%	100%	100%	100%
Hawaiian Pacific Islander	100%	0%	100%	75%	71%	50%	50%	50%	100%
Two or More	86%	67%	88%	80%	87%	96%	61%	39%	96%

WRITING (4)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	70%	41%	72%	64%	62%	61%	26%	5%	64%
African-American	75%	50%	77%	53%	56%	43%	21%	0%	46%
Hispanic	64%	37%	66%	60%	59%	59%	22%	4%	62%

White	73%	40%	75%	72%	73%	64%	32%	9%	67%
Economically Disadvantaged	67%	31%	69%	56%	52%	45%	14%	4%	48%
Special Education	38%	31%	40%	33%	32%	14%	0%	0%	17%
At-Risk	32%	11%	38%	44%	37%	14%	0%	0%	17%
Limited English Proficient	67%	0%	70%	54%	49%	50%	0%	0%	53%
Asian	50%	25%	75%	85%	72%	100%	60%	20%	100%
American Indian	100%	0%	100%	61%	71%	100%	100%	0%	100%
Hawaiian Pacific Islander	N/A	N/A	N/A	67%	50%	N/A	N/A	N/A	100%
Two or More	100%	75%	100%	70%	76%	80%	40%	0%	83%

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	84%	48%	86%	79%	80%	80%	47%	24%	82%
African-American	84%	40%	86%	66%	72%	62%	38%	21%	64%
Hispanic	82%	47%	84%	77%	78%	79%	42%	22%	81%
White	88%	50%	90%	87%	88%	82%	56%	26%	84%
Economically Disadvantaged	81%	42%	83%	73%	73%	68%	34%	14%	70%
Special Education	58%	30%	60%	53%	56%	69%	24%	3%	71%
At-Risk	64%	14%	66%	67%	65%	67%	24%	4%	69%
Limited English Proficient	67%	33%	70%	73%	72%	70%	30%	0%	72%
Asian	71%	57%	74%	94%	86%	88%	38%	38%	90%
American Indian	100%	100%	100%	78%	77%	100%	100%	0%	100%
Hawaiian Pacific Islander	50%	0%	75%	80%	78%	50%	50%	50%	52%
Two or More	100%	62%	100%	82%	89%	96%	78%	39%	98%

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	Meets Standard	Masters Standard	
All Students	81%	43%	83%	73%	76%	83%	46%	19%	85%
African-American	67%	44%	70%	59%	68%	100%	60%	0%	100%
Hispanic	83%	39%	85%	68%	73%	77%	38%	14%	78%
White	79%	47%	81%	84%	87%	90%	55%	28%	92%
Economically Disadvantaged	77%	35%	79%	65%	67%	73%	27%	2%	75%
Special Education	43%	21%	45%	44%	46%	50%	29%	21%	52%
At-Risk	55%	13%	57%	56%	59%	65%	14%	2%	67%
Limited English Proficient	50%	0%	52%	57%	58%	100%	0%	0%	100%
Asian	N/A	N/A	N/A	89%	75%	50%	50%	50%	100%
American Indian	N/A	N/A	N/A	73%	60%	N/A	N/A	N/A	100%
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	93%	100%	0%	0%	100%
Two or More	86%	71%	88%	81%	86%	100%	67%	33%	100%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	96.1%	96.2%
African-American	95.4%	95.8%	96.9%	97%
Hispanic	95.6%	95%	96%	97%
White	96%	95.8%	96%	97%
Economically Disadvantaged	95.4%	94.4%	95.5%	96%
Special Education	94.5%	93.9%	94.5%	95%
Limited English Proficient	96.4%	95.8%	96.6%	97%
Asian	97.8%	96.8%	97.4%	97.5%
American Indian	95.3%	95.2%	94.2%	95%
Hawaiian Pacific Islander	95.5%	96.1%	97.1%	97%
Two or More	95.9%	96%	96.4%	97%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% of Students Retained	0.98%	1.82%	1.5%

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : We can better implement Reading and Writing instruction by following the Balanced Literacy Model.

Goal : Through a campus focus on the enjoyment of reading, 90% of students per grade level will meet or exceed end of year promotion standards in reading using Fountas and Pinnell and in writing using the Northside Writing Rubric and will have matching success on grade level common assessments.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	<ul style="list-style-type: none"> *BOY IRI (K-5), TPRI (K-2), and Writing assessment (K-5) *Planned Common Assessments for each Reading genre in grades K-5 *School wide Writing pieces based off of a book-4 times a year *monthly data meetings to discuss progress and needs *MOY TPRI *Writing rubrics *EOY TPRI, IRI, writing assessment
November Progress Check	<ul style="list-style-type: none"> *all grade levels are doing read alouds with accountable talk *Daily guided reading in all grade levels-kinder began in Oct 2017 *Monthly vertical writing meetings-goals set for writing and grammar in each grade level *4th grade writing conferencing training in Sept *Common assessments in each grade level for Reading units-formative and summative *Monthly Tier II meetings with teachers on student progress *Silent/independent reading weekly at grade levels 2-5 *Online reading programs utilized at home and school-Epic, Readworks *Learning Walks for Writing and Reading in grade levels K-5

March Progress Check	<ul style="list-style-type: none"> *read alouds with accountable talk continues to be done in all classrooms *Daily guided reading K-5 *Monthly vertical writing mtgs-4th grade trained all staff on Writing Conferencing in Jan 2018 *Each grade level sets goals at vertical meetings for writing *CFA's in each grade level for Reading units-formative and summative *Razkids (Learning A-Z) purchased for all students-online program for home and school *Learning Walks for Writing in each grade level to observe each other *Tier II meetings each month with each grade level team *Spec Ed meetings to update progress of students in each grade level *Silent/independent reading weekly in grade levels 2-5
June Progress Check	<ul style="list-style-type: none"> *read alouds with accountable talk continues to be done in all classrooms *Daily guided reading K-5 *Monthly vertical writing mtgs-4th grade trained all staff on Writing Conferencing in Jan 2018, 1st grade presented Writing schedule in May *Each grade level sets goals at vertical meetings for writing *CFA's in each grade level for Reading units-formative and summative *Razkids (Learning A-Z) purchased for all students-online program for home and school *Learning Walks for Writing in each grade level to observe each other *Tier II meetings each month with each grade level team *Spec Ed meetings to update progress of students in each grade level *Silent/independent reading weekly in grade levels 2-5 *Grammar team formed with Reading Specialist as chairperson

Activity 1

Activity	Daily read aloud with accountable talk
Person Responsible	Admin Teachers grades PK-5 Reading specialist
Monitoring Measures	Walk thrus by Admin master schedule lesson plans discussions with teachers in Reading meetings
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

Activity	Guided Reading Daily with phonics/word work instruction included at least once per week.
Person Responsible	Teachers K-5 Admin Reading Specialist
Monitoring Measures	Walk thrus Lesson plans master schedule
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

Activity	Guided Writing/conferencing
Person Responsible	Teachers K-5 Admin Reading Specialist
Monitoring Measures	Walk thrus Lesson plans master schedule

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	Learning Walks in different classrooms of the same grade level and other grade levels at least quarterly to observe Reading and writing instruction/small groups.
Person Responsible	Teachers K-5 Admin
Monitoring Measures	Learning Walks schedule created by Admin Master schedule Debrief with each grade level and create expectations from the walks
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	At least 45 minutes of silent reading/independent reading weekly
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Person Responsible	Teachers K-5 Admin
Monitoring Measures	Master schedule lesson plans walk thrus IRI's
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	

Goal 2

Need : We need more training and support in the implementation of Guided Math.

Goal : To increase our math common assessment and CDB scores by 3 percentage points by implementing Guided Math strategies with Recursive Review daily by May 2018.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	*Guided Math and Recursive Review training in August *first 4 weeks dedicated to teachers getting small group activities and classroom ready for guided groups *data meetings scheduled for each common assessment and CDB in grades K-5 *monthly meetings with MSD for materials and activities for Guided math/recursive review

November Progress Check	<ul style="list-style-type: none"> *Grades K-5 utilizing Lonestar Math daily *daily guided math/recursive review with small groups in Grades K-5 *monthly meetings with math specialist to provide support and materials to each team *We need to get better at scheduling data mtgs for common assessments in each grade level
March Progress Check	<ul style="list-style-type: none"> *Grades K-5 utilizing Lonestar Math daily *Daily guided math in Grades K-5 *Math Learning walks in February 2018 *monthly meetings with math specialist *CFA's scheduled for each unit in math-data meetings scheduled for summative assessments at end of each unit
June Progress Check	<ul style="list-style-type: none"> *Grades K-5 utilizing Lonestar Math daily *Daily guided math in Grades K-5 *monthly meetings with math specialist *CFA's scheduled for each unit in math-data meetings scheduled for summative assessments at end of each unit *Math Facts competition in each grade level *Math station activities created for teachers by math specialist

Activity 1

Activity	Teachers K-5 will create a Common Assessment for each math unit.
Person Responsible	Teachers MSD Admin
Monitoring Measures	<ul style="list-style-type: none"> *data meetings after each summative assessment *lesson plans *team planning-admin will attend regularly
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

Activity	Daily Recursive Review training/expectations for each grade level.
Person Responsible	Teachers MSD Admin
Monitoring Measures	*walkthroughs *lesson plans *training given BOY *meetings with MSD and Admin monthly to review expectations and offer resources for Recursive review and small group math instruction
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

Activity	Math center activities will provide meaningful work that engages students.
Person Responsible	Teachers K-5 MSD Admin
Monitoring Measures	*Monthly meetings with MSD to provide activities and support teachers with finding materials/resources *walkthroughs *team planning-admin attends *lesson plans
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

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 : To utilize multiple sources of data for students to ensure that they are receiving effective instruction or intervention support, with a focus on Eco Dis, At Risk and Spec Ed students.

Goal : System safeguards:Provide multiple opportunities to discuss/review student progress and/or needs with teachers in order to ensure that all students are receiving differentiated instruction/intervention by May 2018 for Reading special education and Writing Eco Dis.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis
Funding Needed	
Timeline for Implementation	*meetings set up throughout each month with Rdg specialist, MSD, Admin, counselors, spec ed teachers, and other specialists to ensure that all student data is discussed and tracked *class spreadsheets are utilized to input all relevant data as soon as new information is received (such as summative assessment, IRI, etc...)
November Progress Check	*meetings each month with Math, Rdg, Admin to discuss student progress *eRTI support each month in open lab with counselor *spec ed meetings each month to discuss student progress *Tier II meetings monthly with each grade level to discuss RTI data *grade levels keeping spreadsheets on data for intervention(Rise and Shine groups)

March Progress Check	<ul style="list-style-type: none"> *Data meetings took place end of January for all CDB's in math, reading, writing, science *open lab for eRTI support continues twice a month after school with counselor *RTI reports reviewed by admin in February and March *Tier II meetings continue each month *Spec Ed students progress reviewed each month with collab teachers *grade level spreadsheets to track data from Rise and Shine interventions *CFA summative data reviewed in meetings after each in math and reading
June Progress Check	<ul style="list-style-type: none"> *open lab for eRTI support continues twice a month after school with counselor *RTI reports reviewed by admin April/May *Tier II meetings continue each month *Spec Ed students progress reviewed each month with collab teachers *grade level spreadsheets to track data from Rise and Shine interventions *CFA summative data reviewed in meetings after each in math and reading *began CFA calendars for next year at EOY Leadership Mtg in June

Activity 1

Activity	Data is taken after each Rise and Shine Intervention/Enrichment session for each student to assess progress made.
Person Responsible	<ul style="list-style-type: none"> *Teacher grades 1-5 *Admin
Monitoring Measures	<ul style="list-style-type: none"> *walkthroughs during Rise and Shine time 8:00-8:30 am Monday-Thursday *spreadsheet data that shows intervention data *monthly meetings with teachers *summative assessment data
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

Activity	Special Ed collaboration meetings held monthly to review student data.
Person Responsible	*Spec ed teachers *Admin
Monitoring Measures	*data put in spreadsheets regularly *lesson plans *walkthroughs *summative assessment data
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

Activity	Tier II meetings held monthly with classroom teachers grades K-5 to discuss needs of students.
Person Responsible	Admin Teachers grades K-5 counselors Specialists-Rdg/MSD
Monitoring Measures	*spreadsheet and RTI updated on progress of students *summative assessment data discussed *grades reviewed
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 and community health learning opportunities for all students and families to be healthy and active.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	We will provide health and fitness information monthly to our families through our newsletter, provide information to students weekly in PE class, and have 2-3 programs during the school year that promote a healthy lifestyle.
November Progress Check	*Fun Run in Sept 2017 *Nutrition and health taught in PE daily *Monthly newsletters with a blurb about health/nutrition
March Progress Check	*Heroes for health day in March 2018 *Nutrition lessons during Lion days *Daily PE lessons/discussion on health/nutrition *Monthly newsletters with short paragraph about health/nutrition *Morning Recess began in March 2018
June Progress Check	*Morning recess has been successful and will continue next year *Daily PE lessons/discussion on health/nutrition *Monthly newsletters with short paragraph about health/nutrition *Plans for a Fun Run Fundraiser with PTA in the Fall 2018

Activity 1

Activity	Fun Run with Boosterthon held in September 2017.
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Person Responsible	Admin PTA Teachers Staff
Monitoring Measures	*Kick off Pep Rally a week before the event *Discussion and motivation to get pledges during PE classes for all students grades K-5 *Prizes for students that get pledges from family members and friends
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

Activity	Heroes for Health school-wide assembly in Spring 2018.
Person Responsible	Community heroes Admin Teachers Staff
Monitoring Measures	*Having our Watchdog Dads that are members of the Fire Dept, Police Dept, or other community heroes come in to motivate our students to get active
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	Nutrition and health information taught in PE classes grades K-5.
Person Responsible	PE coaches Admin Teachers
Monitoring Measures	*PE teacher lesson plans *Walkthroughs *Bulletin Boards in Gym and cafeteria with nutrition information
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	Monthly newsletters with a health/nutrition information section.
Person Responsible	PE coaches Admin
Monitoring Measures	*Monthly newsletters sent home and posted on Lieck website
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

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	