



NORTHSIDE  
SCHOOL



INDEPENDENT  
DISTRICT



## SCHOOL IMPROVEMENT PLAN

### LINTON ELEMENTARY SCHOOL

2017-2018

#### OUR MISSION

To provide every student with the opportunity to develop intellectually by providing academically challenging learning activities.

to celebrate cultural diversity by respecting ourselves and others and being proud of our respective heritages.

to encourage students to strive for personal excellence, to produce quality work and to always have high expectations for themselves.

to foster a climate of cooperation and mutual respect that will serve as a basis for meaningful partnerships with parents, community members, and staff.

## **LINTON ES**

### **Needs Assessment 2017-2018**

#### **Process**

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

Our Leadership Committee convened to address our needs assessment. Teachers reviewed information in the data day binder such as STAAR scores, subpopulations, attendance, promotion/retention rates, regression graphs, promotion standards mastery and CDB data for the past year.

Using the data to draw up a comprehensive needs assessment we had our committees collaborate and conduct a SWOT analysis on an assigned objective. During this meeting the committees identified strengths, weaknesses, threats and obstacles to their assigned objective. The teams posted their final product and shared via a gallery walk. The result was that our campus had many academic strengths but needed to concentrate on parental involvement and communication through the use of vertical teams to analyze academic focus areas.

Administration at this point needed consensus building for each objective so we focused on two objectives per session and had the vertical teams create goals using all the information that we had gathered prior to this. After each goal and the accompanying activities were developed it was posted and a voting gallery walk was done. We gave each team a green dot that they would stick on the goal they agreed was the best.

## 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.

STAAR/EOC/TAKS

Regression graphs

Student demographics

Special populations enrollment, performance, and LRE

TELPAS

Promotion/retention (Elementary)

Failure rates (Secondary)

Completion and graduation rates (High School)

SAT/ACT (High School)

AP (High School)

Other

Findings	2016-2017 STAAR	Reading	Writing	Science	Math	
	3rd					
	4th					
	5th	83		94		
	At Risk vs. Non At Risk students, 2017					
		Rdg	Math	Writing	Science	
	3rd grade At Risk-					
	All st-					
	4th grade At Risk-					
	All st-					
	5th grade At Risk-	71	90			
	All st-	95	98			
	*Student Demographics: We have a total enrollment of 551 students. 84% of our students are Economically Disadvantaged. 77.5% of our students are of Hispanic descent. 2.2% of our students that are LEP denials took the TELPAS. 15% are 504 students and 57.4% are At Risk.					
	* As a result of our continued implementation of Guided Reading we saw an increase of scores from our fifth grade cohort. Our fifth graders went from a 77% as fourth graders to an 83%.					
	*We have a 11.8% Special Needs population and students are serviced in the collaborative setting. We just completed our fourth year with the campus wide collaborative model.					
At Risk vs. Non At Risk students, 2016						
	Rdg	Math	Writing	Science		
3rd grade At Risk-	55	78				
All st-	83	92				
4th grade At Risk-	63	73	55			
All st-	94	96	93			
5th grade At Risk-	78	85		77		
All st-	98	95		95		
** There is a huge disparity between our At Risk scores and our All students scores. The average percentage difference in reading is 26.3%. In math the average is 15.6%.						
Special Needs vs. All students, 2016						
	Rdg	Math	Writing	Science		
3rd grade SE-	80	60				

	All- 65 84
4th grade SE-	All-
5th grade SE-	67 83
	All- 88 90

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

Findings	<p>*Student attendance: 94.8% for the 2016-2017 academic school year Linton used an attendance log for each student. When a student was absent the teacher attempted to make contact with the parents, logged in the call, and turned it in to the office. Administration checked these logs and after 5 absences a parent was sent a warning notice. If absences were still an issue after the warning, then the teacher would submit the students name to the Family Support Team and a home visit was done.</p> <p>*Discipline: For the 2015-2016 the campus had a total of 169 offense reports. For the 2016-2017 school year a total of 148 offense reports have been written. Although there has been a decrease, we have a total of 11 targeted students in special education or the section 504 population who make up a total of 101 of the offense reports. The remaining 47 offense reports come from students in the general education population. Through the implementation of PBIS and Kelso's Choices the general education population has been more successful in regards to behavior management. Training is needed for the staff in regards to dealing with these targeted students who have behavioral/emotional needs. As a campus we have seen a decrease in physical aggression (which was our top offense for the 2015-2016 school year). However, we have seen an increase in verbal abuse and profanity across the campus. I believe that the implementation of social skills training and consistent class meetings could help students further develop their social/communication skills.</p> <p>Top 3 Offenses: Verbal Abuse Profanity Hit a student</p> <p>Highest Number of offenses: 3rd grade/Jose/Erik/Jamier/Zy'trell 2nd grade – Ayden/Josiah 2015-2016 CDB's: *Data Review meetings were conducted after each of these CDB's. *The quintile method was used in disaggregating scores. *Data disaggregation was focused on all students. *Data disaggregation led to discussions of targeted small groups. *Curriculum Management System (CMS) was utilized in focusing on TEKS that had a high number of incorrect responses from students</p> <p>4th grade Reading CDB 1      CDB 2 SPED- 0%      SPED- 25% All- 45%      All- 62%</p> <p>4th grade Math CDB 1      CDB 2      CDB 3 SPED- 43%      SPED- 29%      SPED- 29% All- 49%      All- 61%      ALL- 82%</p> <p>5th grade Reading CDB 1      CDB 2 SPED- 20%      SPED- 33% ALL- 74%      ALL- 63%</p> <p>5th grade Math CDB 1      CDB 2      CDB 3 SPED- 0%      SPED- 80%      SPED- 67% ALL- 83%      ALL- 91%      ALL- 87%</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>*Leadership representation came from the administrative leadership team, grade level teams, academic committees, SAT committee and vertical teams.</p> <p>*Distribution of Leadership and responsibilities: The Principal and Vice Principal have divided the grade levels to cover Science notebooks, report cards, progress reports, assessment sheets, etc. The respective academic specialist lead data review meetings for their subjects.</p> <p>*Decision Making structures on the campus: Team leaders met in the summer to create the campus calendar and the campus came up with norms during the staff development week to decide on campus wide norms. We also met throughout the Spring to frame the School Improvement Plan.</p> <p>*Communication: Conducted a team leader meeting every week, Principal's Express Newsletter went out every week, The SPIN (Staff Principal Informational News) which is a monthly staff newsletter, Campus website, Campus wide Google calendar, Schoolmessenger call outs, Staff meetings three times per month, emails and grade level team meetings.</p> <p>*Teacher feedback was given through TTESS walkthroughs and observations.</p> <p>*Observations indicate that the new Guided Reading and Math programs were utilized with fidelity across all grade levels.</p> <p>*Through observations and collected data it was indicated that the reading lessons lacked in the amount of stations utilized and in the differentiation levels. There will be more added stations that will take students into higher order thinking using prompts from the Depth of Knowledge training.</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



<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>*Our At Risk teacher services at risk students before school from 7:15-7:45 daily for enrichment and for tutorial support.</p> <p>*Linton has afterschool tutorials (STAAR Academy) campus wide from September through April. Tutorial classes meet from 3-4:00 two times a week in the Fall and Three times a week in the Spring. One team member from each grade level and the specialists comprise the STAAR Academy Committee that focus on planning for those that are attending the tutorial program.</p> <p>*Due to the issues we had last year with lack of data to determine student success in our tutoring program we implemented tutorial assessments for grades 3-5. We had each grade level determine our TEKS target areas and do a pre assessment before the 5-6 week tutoring session and then do a post assessment at the end of that session to determine the amount of growth for each student in attendance. The Pre and post assessments were then posted and graphed on a Google spreadsheet. The data was then discussed at data review meetings.</p> <p>*Due to staffing issues with our tutoring program we staggered our grade levels in tutoring. We had 2nd-5th grade tutor in the Fall which allowed our Kinder-First grade teachers to assist in helping out. Additionally, because of problems of attendance that usually dealt with siblings in the lower grade levels we started an enrichment class that allowed those siblings to attend.</p> <p>*Since we implemented a morning intervention we decided to alternate Math and Reading. When morning intervention blocks were focused on Reading our Afterschool tutorials were focused on Math and it continued to alternate throughout the year.</p>

<b>CSF 5: Family/Community Engagement</b>	
Family and Community Engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services.	
<input checked="" type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Family and community activities	
<input checked="" type="checkbox"/> Family and community input	
<input checked="" type="checkbox"/> Family and community services	
<input checked="" type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	
Findings	<p>*We continued with the ReadyKids SA program that was spearheaded by the United Way and a coalition of support service agencies from all over Bexar County. The purpose was to bring as many services as possible to the doorstep of our most neediest families and to formulate an organizational approach that can be replicated at other schools in the county. EDI data was collected and drove the decision making processes for the coalition. We will continue with the programming into the 2017-2018 school year.</p> <p>*We successfully added a Literacy Night to an already highly attended Math and Science Activity Night.</p> <p>*Title I surveys were done but there is a need for more opportunities to obtain family and community input.</p> <p>*Low number of parents involved in PTA.</p> <p>*There was a lack of resources for second language communication.</p>

**CSF 6: School Climate**

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

Teacher surveys

Parent surveys

Student surveys or panels

Discipline

Student attendance

Extra-curricular activities and clubs

Other

**Findings**

\*Faculty, student and parent surveys were sent out, collected and discussed through our PBIS program.

Discipline: For the 2015-2016 the campus had a total of 169 offense reports. For the 2016-2017 school year a total of 148 offense reports have been written. Although there has been a decrease, we have a total of 11 targeted students in special education or the section 504 population who make up a total of 101 of the offense reports. The remaining 47 offense reports come from students in the general education population. Through the implementation of PBIS and Kelso's Choices the general education population has been more successful in regards to behavior management. Training is needed for the staff in regards to dealing with these targeted students who have behavioral/emotional needs. As a campus we have seen a decrease in physical aggression (which was our top offense for the 2015-2016 school year). However, we have seen an increase in verbal abuse and profanity across the campus. I believe that the implementation of social skills training and consistent class meetings could help students further develop their social/communication skills.

Top 3 Offenses:

Verbal Abuse

Profanity

Hit a student

Highest Number of offenses:

3rd grade/Jose/Erik/Jamier/Zy'trell

2nd grade – Ayden/Josiah

**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

<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		
<table border="1"> <tr> <td style="width: 10%;">Findings</td> <td> <ul style="list-style-type: none"> <li>*The highest turnover rate for teachers is in the first grade.</li> <li>*Average class sizes for Kinder at</li> <li>*Average class size for 1st at</li> <li>*Average class size for 2nd at</li> <li>*Average class size for 3rd at</li> <li>*Average class size for 4th at</li> <li>*Average class size for 5th at</li> <li>*Class size of grade levels increase during the first month of school due to our district overflow status.</li> <li>*The staff has recieved staff development in RTI, Phonics in Context, Guided Reading, Writers Workshop</li> <li>*High demand for staff development in Guided Reading and in Guided Math with a focus on targeted small groups.</li> </ul> </td> </tr> </table>	Findings	<ul style="list-style-type: none"> <li>*The highest turnover rate for teachers is in the first grade.</li> <li>*Average class sizes for Kinder at</li> <li>*Average class size for 1st at</li> <li>*Average class size for 2nd at</li> <li>*Average class size for 3rd at</li> <li>*Average class size for 4th at</li> <li>*Average class size for 5th at</li> <li>*Class size of grade levels increase during the first month of school due to our district overflow status.</li> <li>*The staff has recieved staff development in RTI, Phonics in Context, Guided Reading, Writers Workshop</li> <li>*High demand for staff development in Guided Reading and in Guided Math with a focus on targeted small groups.</li> </ul>
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**Priority Needs**

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

Priority Need 1

To close the gap between our 3rd- 4th grade At Risk and All student groups in reading through local and state assessments.

- CSF 1 Academic Performance
- CSF 2 Use of Quality Data to Drive Instruction
- CSF 3 Leadership Effectiveness
- CSF 4 Increased Learning Time

Priority Need 2

Get special needs students to increase their test scores for reading and math.

- CSF 1 Academic Performance
- CSF 2 Use of Quality Data to Drive Instruction
- CSF 3 Leadership Effectiveness
- CSF 4 Increased Learning Time

Priority Need 3

Increase Student attendance rates and decrease the amount of discipline referrals.

- CSF 2 Use of Quality Data to Drive Instruction
- CSF 3 Leadership Effectiveness
- CSF 4 Increased Learning Time
- CSF 6 School Climate
- CSF 7 Teacher Quality

**Campus: LINTON ES**

**School Improvement Plan Signatures**

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

**Date of SAT Meeting: 05/03/2017**

<b>SAT Member</b>	<b>Name</b>	<b>Signature</b>
Principal	J.J. Perez	
Parent Community Representative	Catherine Leos	
Staff Representative	Ishimara Gonzalez	

**LIST SAT MEMBERS IN THE BLANKS BELOW**

<b>FULL NAME</b>	<b>POSITION</b>
Sandra Ortega	Staff Member
Brandi Morkovsky	Staff Member
Sara Mireles	Staff Member
Stephanie Silva	Parent
Blanca Mora	Staff Member
Reymundo Aguilar	Staff Member
Marco Tijerina	Staff Member
Roxanne Gutierrez	Staff Member

**CAMPUS: LINTON 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**

<b>Date</b>	<b>Alternate Date(s)</b>	<b>Title and Description or Teacher Choice</b>	<b>Staff Development Area</b>	<b>Audience</b>	<b>Targeted Student Group</b>	<b>Funding Source / Costs</b>	<b># of CPE Hours</b>
08/21/2017		Community Block Walk, Linton Data Day, Staff Handbook	Collaboration	All	All	Local	6
08/22/2017		Barnabei Gretchen Writing	Curriculum	All	All	Title I	6
08/23/2017		Grade Book Training, convocation, day one procedures	Technology Integration	All	All	Local	6
10/09/2017		Becky Koesel Reading PD	Instruction	All	All	Title I	6
11/20/2017	08/14/2017	Retreat Day, Reading Stations	Instruction	All	All	Title I	6
11/21/2017	08/15/2017	Retreat Day, Math Stations	Instruction	All	All	Title I	6
02/19/2018		Dan St. Romain Discipline Training	Classroom Management	All	All	Title I	6

CAMPUS: LINTON 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	78%	43%	77%	74%	76%	72%	42%	21%	78%
African-American	68%	21%	68%	62%	72%	67%	30%	13%	69%
Hispanic	78%	44%	75%	70%	74%	74%	43%	21%	76%
White	79%	47%	75%	84%	86%	59%	45%	27%	76%
Economically Disadvantaged	78%	42%	75%	66%	68%	72%	40%	20%	76%
Special Education	58%	38%	54%	44%	48%	36%	31%	22%	55%
At-Risk	65%	22%	59%	58%	58%	57%	22%	8%	60%
Limited English Proficient	71%	50%	75%	62%	63%	75%	25%	25%	76%
Asian	100%	100%	100%	89%	78%	N/A	N/A	N/A	N/A
American Indian	100%	0%	100%	73%	58%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	71%	N/A	N/A	N/A	N/A
Two or More	100%	0%	100%	80%	87%	0%	0%	0%	100%

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	72%	41%	73%	64%	62%	67%	31%	10%	74%
African-American	50%	0%	51%	53%	56%	38%	13%	0%	52%
Hispanic	73%	49%	74%	60%	59%	71%	32%	11%	75%
White	100%	0%	78%	72%	73%	50%	38%	13%	79%
Economically Disadvantaged	70%	34%	72%	56%	52%	65%	30%	11%	73%

Special Education	22%	11%	30%	33%	32%	18%	18%	18%	31%
At-Risk	46%	21%	39%	44%	37%	45%	13%	4%	40%
Limited English Proficient	67%	33%	68%	54%	49%	100%	0%	0%	69%
Asian	N/A	N/A	N/A	85%	72%	N/A	N/A	N/A	N/A
American Indian	100%	0%	100%	61%	71%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	67%	50%	N/A	N/A	N/A	N/A
Two or More	N/A	N/A	N/A	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	Meets Standard	Masters Standard	
All Students	87%	44%	85%	79%	80%	84%	51%	29%	86%
African-American	63%	26%	64%	66%	72%	63%	27%	7%	65%
Hispanic	88%	45%	89%	77%	78%	86%	55%	31%	90%
White	89%	37%	90%	87%	88%	91%	50%	32%	91%
Economically Disadvantaged	86%	43%	87%	73%	73%	83%	48%	25%	88%
Special Education	65%	38%	66%	53%	56%	58%	31%	22%	67%
At-Risk	79%	24%	79%	67%	65%	76%	33%	13%	80%
Limited English Proficient	93%	43%	93%	73%	72%	88%	38%	25%	94%
Asian	100%	67%	100%	94%	86%	N/A	N/A	N/A	N/A
American Indian	100%	100%	100%	78%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	80%	78%	N/A	N/A	N/A	N/A
Two or More	100%	0%	100%	82%	89%	0%	0%	0%	100%

**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	84%	47%	85%	73%	76%	82%	39%	16%	86%
African-American	67%	33%	68%	59%	68%	75%	13%	0%	76%
Hispanic	84%	47%	85%	68%	73%	83%	41%	16%	86%
White	89%	56%	90%	84%	87%	83%	50%	33%	91%
Economically Disadvantaged	84%	49%	85%	65%	67%	82%	38%	15%	86%
Special Education	75%	50%	75%	44%	46%	36%	21%	14%	76%
At-Risk	76%	29%	77%	56%	59%	71%	20%	5%	78%
Limited English Proficient	100%	67%	90%	57%	58%	100%	0%	0%	91%
Asian	100%	50%	100%	89%	75%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	N/A	73%	60%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	93%	N/A	N/A	N/A	N/A
Two or More	N/A	N/A	N/A	81%	86%	N/A	N/A	N/A	N/A

## ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	94.8%	95%
African-American	95.4%	95.8%	94.7%	94%
Hispanic	95.6%	95%	94.9%	95%
White	96%	95.8%	94.7%	95%
Economically Disadvantaged	95.4%	94.4%	94.5%	95%
Special Education	94.5%	93.9%	92.3%	93%
Limited English Proficient	96.4%	95.8%	94%	94%
Asian	97.8%	96.8%	99.2%	99%
American Indian	95.3%	95.2%	N/A	N/A
Hawaiian Pacific Islander	95.5%	96.1%	N/A	N/A
Two or More	95.9%	96%	95.3%	95%

## RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	3.64%	2.8%
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## 17-18 School Improvement Plan - Objectives and Activities

### Goal 1

Need : To close the gap between our 3rd- 4th grade At Risk and All student groups in reading through local and state assessments.

Goal : Increase At Risk STAAR scores through a more structured implementation of Guided Math and Guided Reading with targeted interventions.

#### Goal Details

Student Groups Impacted	At Risk, Eco-Dis, Hispanic, Homeless
Funding Needed	State Compensatory
Timeline for Implementation	August 2017-May 2018
November Progress Check	Morning intervention/enrichment time has been occurring systematically with our after school tutoring (STAAR Academy) sessions. Pre and post tests are being administered on specific TEKS for targeted students. We've also done one round of Learning Walks that focused on reading and the teachers debriefed during their PLC meetings. We've also had one round out of four of Time Out for Reading mentorship readings.
March Progress Check	Morning intervention/enrichment time has been occurring systematically with our after school tutoring (STAAR Academy) sessions. Pre and post tests are being administered on specific TEKS for targeted students. We've also done two rounds of Learning Walks that focused on reading and math. The teachers debriefed during their PLC meetings. We've also completed all four of our Time Out for Reading mentorship readings.

June Progress Check

Taking a look at our STAAR percentages there is still significant progress that needs to be made in order to close the gap from our At Risk and Non At Risk students. Our focus in the coming year will be on targeting intervention strategies for reading and math and systematically tracking the progress of these students.

3rd Grade Reading

At Risk Approaches= 51%  
Non AT Risk Approaches= 75%  
Difference= -24%

At Risk Meets= 12%  
Non At Risk Meets= 48%  
Difference= -36%

At Risk Masters= 7%  
Non At Risk Masters= 23%  
Difference= -16%

4th Grade Reading

At Risk Approaches= 47%  
Non AT Risk Approaches= 88%  
Difference= -41%

At Risk Meets= 11%  
Non At Risk Meets= 56%  
Difference= -45%

At Risk Masters= 2%  
Non At Risk Masters= 23%  
Difference= -21%

3rd Grade Math

At Risk Approaches= 73%  
Non AT Risk Approaches= 95%  
Difference= -22%

At Risk Meets= 29%  
Non At Risk Meets= 61%  
Difference= -32%

	<p>At Risk Masters= 10%</p> <p>Non At Risk Masters= 25%</p> <p>Difference= -15%</p> <p>4th Grade Math</p> <p>At Risk Approaches= 75%</p> <p>Non AT Risk Approaches= 96%</p> <p>Difference= -21%</p> <p>At Risk Meets= 34%</p> <p>Non At Risk Meets= 79%</p> <p>Difference= -45%</p> <p>At Risk Masters= 9%</p> <p>Non At Risk Masters= 46%</p> <p>Difference= -37%</p>
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Activity 1

Activity	Convene daily for morning At Risk interventions from 7:50am-8:20am that focuses specifically on targeted low students that are in the RTI process. Non targeted students will receive enrichment during this time period. Interventions will alternate cycles every five weeks between reading and math.
Person Responsible	Administration At Risk Coordinator Grade level teacher
Monitoring Measures	Common, local and state assessments
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	The campus will effectively administer afterschool STAAR Tutoring sessions. Sessions will alternate every 5 weeks between reading and math.
Person Responsible	Administration Reading specialist Math specialist
Monitoring Measures	Pre and post assessments will be conducted and put onto a spreadsheet to monitor progress.
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	The Family Support Team will systematically allow teachers to express concerns that are other than academic such as attendance, health, safety or custodial in order to make home visits and provide social services if needed.
Person Responsible	Community Liaison Counselors Administration
Monitoring Measures	Team meetings Home visits
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	Objective 3. Implement, provide, and maintain instructional facilities that support a safe, healthy, and comfortable learning environment in a growing community.

#### Activity 4

Activity	Utilize Time Out For Reading and Holmes Athletics mentorships to assist At Risk students in homework and reading activities.
Person Responsible	Community Liaison At Risk Coordinator Administration
Monitoring Measures	Meet with mentors before every session
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

#### Activity 5

Activity	Grade level teachers will meet during their PLC meetings and discuss areas of concern in reading and math in order to organize an observation on one of their peers. The learning walks will entail the planning of one targeted lesson followed by the observation and a debriefing. The learning walks will be done quarterly and alternate between reading and math.
Person Responsible	Grade level teachers Administration
Monitoring Measures	Learning Walk forms and PLC discussions.
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	Objective 4. Implement and promote a collaborative approach to school and community safety.

**Goal 2**

Need : Get special needs students to increase their test scores for reading and math.

Goal : Systems Safeguards: Increase Special Ed STAAR scores through a more structured implementation of Guided Math and Guided Reading through targeted interventions.

**Goal Details**

Student Groups Impacted	Special Education
Funding Needed	
Timeline for Implementation	August 2017-May 2018
November Progress Check	Morning intervention/enrichment time has been occurring systematically with our after school tutoring (STAAR Academy) sessions. Pre and post tests are being administered on specific TEKS for targeted students.
March Progress Check	Morning intervention/enrichment time has been occurring systematically with our after school tutoring (STAAR Academy) sessions. Pre and post tests are being administered on specific TEKS for targeted students.

<p>June Progress Check</p>	<p>Taking a look at our STAAR percentages there is still significant progress that needs to be made in order to close the gap from our Special Ed and Non Special Ed students. Our focus in the coming year will be on targeting intervention strategies for reading and math and systematically tracking the progress of these students.</p> <p>3rd Grade Reading</p> <p>Spec Ed Approaches= 13%  Non Spec Ed Approaches= 69%  Difference= -56%</p> <p>Spec Ed Meets= 0%  Non Spec Ed Meets= 34%  Difference= -34%</p> <p>Spec Ed Masters= 0%  Non Spec Ed Masters= 17%  Difference= -17%</p> <p>4th Grade Reading</p> <p>Spec Ed Approaches= 0%  Non Spec Ed Approaches= 75%  Difference= -75%</p> <p>Spec Ed Meets= 0%  Non Spec Ed Meets= 38%  Difference= -38%</p> <p>Spec Ed Masters= 0%  Non Spec Ed Masters= 14%  Difference= -14%</p> <p>3rd Grade Math</p> <p>Spec Ed Approaches= 75%  Non Spec Ed Approaches= 86%  Difference= -11%</p> <p>Spec Ed Meets= 38%  Non Spec Ed Meets= 47%  Difference= -9%</p>
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	<p>Spec Ed Masters= 0%  Non Spec Ed Masters= 19%  Difference= -19%</p> <p>4th Grade Math</p> <p>Spec Ed Approaches= 33%  Non Spec Ed Approaches= 92%  Difference= -59%</p> <p>Spec Ed Meets= 0%  Non Spec Ed Meets= 64%  Difference= -64%</p> <p>Spec Ed Masters= 0%  Non Spec Ed Masters= 31%  Difference= -31%</p>
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Activity 1

Activity	Convene daily for morning interventions from 7:45am-8:15am that focuses specifically on special needs students along with targeted low students that are in RTI. Non targeted students will receive enrichment during this time period. Interventions will alternate cycles every five weeks between reading and math.
Person Responsible	Administration Reading Specialist Math Specialist Spec Ed Coordinator
Monitoring Measures	Conduct pre and post assessments for each 5 week cycle on the targeted TEK and chart the progress on a campus Google form.
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Engage in PLC driven data meetings after CDB's and State Assessments in order to review student progress, interventions, quintiles, scoring and curriculum planning with our 1st-5th grade levels.
Person Responsible	Administration Math Specialist Reading Specialist
Monitoring Measures	Meeting minutes Follow up meetings during grade level planning Administrative walk through
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Grade level teams will effectively convene with the Special Ed team and work on scheduling within the collaborative classroom to adjust instruction to student needs.
Person Responsible	Administration, Special Ed Coordinator, Grade level collaborative teachers
Monitoring Measures	Campus Administration attendance Discussions at data review meetings
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 4. Develop and implement processes for vertical collaboration across bands of stakeholders.

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

Activity 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 : Increase Student attendance rates and decrease the amount of discipline referrals.

Goal : Increase our student attendance rate to 96%.

**Goal Details**

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	August 2017- June 2018
November Progress Check	We have consistently been implementing our Longhorn classroom incentive program, we've also been making phone calls to parents on every absence, and we've continued doing our Mighty Parents Sweepstakes with great success. We have raised our attendance from a 94.6% to a 95.3%.
March Progress Check	We have consistently been implementing our Longhorn classroom incentive program, we've also been making phone calls to parents on every absence, and we've continued doing our Mighty Parents Sweepstakes. Unfortunately our attendance rate has dropped to 94.16%. We attribute this to the tremendous flu season we had this year.
June Progress Check	We have consistently been implementing our Longhorn classroom incentive program, we've also been making phone calls to parents on every absence, and we've continued doing our Mighty Parents Sweepstakes. Unfortunately our attendance rate has dropped to 94.16%. We attribute this to the tremendous flu season we had this year.

**Activity 1**

Activity	Exercise consistent use of our campus wide Longhorn spell out chart. Every time there's a perfect attendance day the class can cover up a letter of the word longhorn until it's all spelled out and then the class receives a reward.
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Person Responsible	Grade Level Teachers
Monitoring Measures	Teachers monitor attendance daily.
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	Objective 4. Implement and promote a collaborative approach to school and community safety.

### Activity 2

Activity	Make consistent phone calls to parents, in addition to district call outs for absences in order to effectively identify concerns and encourage attendance.
Person Responsible	Grade level teachers
Monitoring Measures	Filling our parent communication log sheets for attendance purposes.
Title 1 Fund	Yes
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 4. Implement and promote a collaborative approach to school and community safety.

### Activity 3

Activity	We will strategically continue using our Mighty Prompt Parent Sweepstakes to encourage our parents to get their children to school consistently and on time. The Sweepstakes is an incentive that's focused on the parent and rewards them with gift cards that are donated by staff members and by businesses at various locations. Drawings are held monthly and the parents picture is posted in the foyer of the school in order to recognize their efforts.
Person Responsible	Administration Teachers Specialists
Monitoring Measures	Teachers attendance logs.
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 3. Establish and expand initiatives that promote effective community relations and meaningful two-way communication with all stakeholders.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 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	
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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 : To have a comprehensive health program that encompasses the physical, mental, emotional and social dimensions of health. Students will develop and demonstrate health related knowledge, attitudes, skills, and practices.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	August 2017-June 2018
November Progress Check	Progress in our comprehensive health program continues. Students have continued to show progress toward demonstrating health related knowledge, attitudes, skills, and practices.

March Progress Check	Progress in our comprehensive health program continues. Students have continued to show progress toward demonstrating health related knowledge, attitudes, skills, and practices.
June Progress Check	Progress in our comprehensive health program continues. Students have continued to show progress toward demonstrating health related knowledge, attitudes, skills, and practices.

#### Activity 1

Activity	Heroes for Health will be conducted. The program coordinates with SAPD and SAFD to promote health and wellness to the entire student body.
Person Responsible	Director for Health Programs Administration
Monitoring Measures	Continue promotional messages throughout the course of the year.
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	The entire student body will have a field day which coordinates fun physical events for an extended amount of time.
Person Responsible	PE Coach
Monitoring Measures	Letters will be sent home Maps will be made Student volunteers will be coordinated
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	
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	