



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

LOCKE HILL ELEMENTARY SCHOOL

2017-2018

OUR MISSION

Creating foundations for lifelong learners.

LOCKE HILL ES

Needs Assessment 2017-2018

Process

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

Our staff reviewed data from the 2016 Data Day binder, discipline reports, attendance numbers, data on current SIP goals, NEAR data, and CDB results. After going over this data, we reviewed the current SIP goals which have been in place for the past 3 years. Three years ago we felt that we wanted to implement the Writer's Workshop process in grades K-5 in order to improve the overall writing ability of our students as well as our writing scores. During the 2016-17 school year teachers have continued to implement many of the techniques they have learned from the process. This year they also added many more mentor texts and introduced mentor sentences which they feel has made an impact on student writing, as seen in data collected at the beginning, middle, and end of the school year. As a result we will keep the enhancement of the writing process as a priority goal. The leadership committee also met on May 5 to tweak the writing and math goals based on current data. The current activities were reviewed and adjusted as needed. Also during the May 5 Early Release Day, the vertical science team met to review data and a S.W.O.T analysis was completed. Team members then were then able to review the revise/rewrite science goals and activities. During the August staff development time, teachers will have time to ensure that Major Activities are embedded into their lesson plans for the 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.

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 checked="" type="checkbox"/> Regression graphs
<input checked="" type="checkbox"/> Student demographics
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE
<input checked="" type="checkbox"/> TELPAS
<input checked="" type="checkbox"/> Promotion/retention (Elementary)
<input type="checkbox"/> Failure rates (Secondary)
<input type="checkbox"/> Completion and graduation rates (High School)
<input type="checkbox"/> SAT/ACT (High School)
<input type="checkbox"/> AP (High School)
<input type="checkbox"/> Other

Findings	<p>2016 STAAR</p> <p>3rd gr.</p> <p>Reading</p> <p>Met-76</p> <p>Rec-48</p> <p>Adv-28</p> <p>Math</p> <p>Met-73</p> <p>Rec-50</p> <p>Adv-27</p> <p>4th gr.</p> <p>Reading</p> <p>Met-83</p> <p>Rec-47</p> <p>Adv-25</p> <p>Math</p> <p>Met-71</p> <p>Rec-41</p> <p>Adv-21</p> <p>Writing</p> <p>Met-63</p> <p>Rec-39</p> <p>Adv-14</p> <p>5th gr.</p> <p>Reading</p> <p>Met-89</p> <p>Rec-63</p> <p>Adv-30</p> <p>Math</p> <p>Met-92</p> <p>Rec-63</p> <p>Adv-30</p> <p>Science</p> <p>Met-76</p> <p>Rec-47</p> <p>Adv-15</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

<input checked="" type="checkbox"/> Grades		
<input checked="" type="checkbox"/> CDBs		
<input type="checkbox"/> Common Assessments		
<input type="checkbox"/> Other		
<table border="1"> <tr> <td style="width: 15%;">Findings</td> <td> <ul style="list-style-type: none"> * Instructional Meetings more focused on data for school-wide goals, more discussion needed on what is changing in the classrooms to meet those goals * Vertical meetings looking more at TEKS * Attendance 95.8% (NISD 95.9%) * Discipline - LH office referrals have been reduced with the addition of PBIS and continued use of refocusing in grade appropriate classroom. </td> </tr> </table>	Findings	<ul style="list-style-type: none"> * Instructional Meetings more focused on data for school-wide goals, more discussion needed on what is changing in the classrooms to meet those goals * Vertical meetings looking more at TEKS * Attendance 95.8% (NISD 95.9%) * Discipline - LH office referrals have been reduced with the addition of PBIS and continued use of refocusing in grade appropriate classroom.
Findings	<ul style="list-style-type: none"> * Instructional Meetings more focused on data for school-wide goals, more discussion needed on what is changing in the classrooms to meet those goals * Vertical meetings looking more at TEKS * Attendance 95.8% (NISD 95.9%) * Discipline - LH office referrals have been reduced with the addition of PBIS and continued use of refocusing in grade appropriate classroom. 	

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	<ul style="list-style-type: none"> Team Meetings Faculty Meetings Vertical Meetings Leadership Committee Meetings Operational Committee Meetings <ul style="list-style-type: none"> * Leadership and vertical teams track grade level progress in reading and math, and discuss concerns * Teachers feel that communication is better and more access to innovativeness. * Operational team is working to put all levels of PBIS in place on campus.
----------	--

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

Findings	<p>Rtl has been an area where training has been on-going. We feel there has been much progress during the last 2 school years, but there is a need for continued support.</p> <ul style="list-style-type: none"> * Teams meet with administration very Wednesday to discuss instruction * Interventions are assigned/scheduled based on IRI, math assessments, CDB, Rtl decisions * iReady & Lexia Mon.-Thurs. 8:00-8:30 * iReady & Lexia assigned by Reading Specialist & Rtl committee * Teachers improved in area of data collection to evaluate intervention effectiveness * Additional time for intervention needed in many classrooms needs to be addressed. * Master schedule is changing for 2017-18 to allow for STAAR grade levels to have solid blocks of time in the AM for academic instruction. <p>Areas needing continuing improvement:</p> <ul style="list-style-type: none"> *Data input into correct level *Data taken minimum of every 2 weeks *Data taken on where student is currently, not where students are not (ie. reading levels)
----------	--

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

Family and community services

Second language communication

Other

Findings	<ul style="list-style-type: none"> * Locke Hill dads implemented Watch D.O.G.S. program in 2014-15 and continued in 2015-16. Number of dads dropped off drastically in Spring 2016. Students, parents, and staff like having a extra pair of eyes and hands at school. * School messenger, website, flyers, Twitter, Class Dojo * PTA family activities - 5 meetings per school year, Family Night, Carnival * Campus based family activities - Meet the Teacher & Open House; PTA meetings & grade level activities; Science Activities Night & Science Fair; Career Fair, Academic Activity Night, ALPHA Night, Spelling Bee, Grandparents Breakfast.
----------	---

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	<ul style="list-style-type: none"> * Climate and morale fluctuates at various times of the school year. * Less behavior issues in most classrooms causing concern for all due to loss of instructional time when dealing with chronic discipline issues. * Overall decrease in office referrals due to use of refocusing concept. * Teachers not paid for afterschool activities and have family/activities of their own ** Attendance 95.8% (NISD 95.9%) * PBIS Parent Survey
----------	--

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

- * Attendance 97.41% for teachers
- * Teacher experience varied from 0-32 years of experience
- * Class size varies from year to year, most grade levels at capacity during 2016-17.
- * Job satisfaction goes up with less students. 18-20 students optimal
- * Collab classes working well for students with basic learning disabilities. Concerns continues to be for more specialized instruction time. Reg ed and Spec Ed teachers worked well together.
- * Vertical alignment meetings productive.
- * Weekly planning meetings productive
- * Admin need to observe and meet with teachers new to LH more often to ensure effectiveness and consistency with LH policies.

Priority Needs

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

Priority Need 1

The problem is that only 63% of All 4th grade students and 46% of Eco. Dis. students Met Standard on expository writing, as evidenced on the 2016 STAAR test.

- 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

The problem is that only 77% of All 5th grade students are passing STAAR Science at the Satisfactory level, as evidenced on the 2016 STAAR test.

- 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

The problem is that only 34% of our Eco Dis students are passing STAAR Math at the Recommended level, as evidenced on the 2016 STAAR test.

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

Campus: LOCKE HILL ES

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 05/04/2017

SAT Member	Name	Signature
Principal	Cathy Cowan	
Parent Community Representative	Veronica Echols	
Staff Representative	Kathleen Welch	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Toni Saenz	Administrator
Greg Marshall	Parent
Veronica Echols	Parent
Sara Crawford	Parent
Donna Quiroga	Parent
Tracey Kotara	Community Member
Kathleen Welch	Staff Member
Pam Rodriguez	Staff Member
Jazmin Babin	Staff Member

CAMPUS: LOCKE HILL 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		AM - 2016-17 Data Review / Common Assessments PM - Review grading policies	Assessment	Prof. staff	All students	Local	6
08/22/2017		Updates to T-TESS	Assessment	Prof. staff	All students	Local	6
08/23/2017		AM - Convocation / Handbook review PM - Intro to PLC / Planning	Instruction	Prof. staff	All students	Local	6
10/09/2017		District SD/instruction grade level meetings	Instruction	K-5 teachers	All students	Local	3
11/20/2017		Teacher Choice	Curriculum	Prof. staff	All students	Local	6
11/21/2017		Teacher Choice	Curriculum	Prof. staff	All students	Local	6
02/19/2018		District SD/instruction grade level meetings	Instruction	K-5 teachers	All students	Local	3

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	83%	53%	83%	74%	76%	73%	48%	28%	80%
African-American	68%	36%	70%	62%	72%	64%	45%	23%	70%
Hispanic	77%	45%	77%	70%	74%	73%	44%	26%	80%
White	99%	72%	99%	84%	86%	78%	55%	34%	99%
Economically Disadvantaged	71%	34%	70%	66%	68%	63%	30%	17%	70%
Special Education	70%	35%	70%	44%	48%	45%	25%	13%	55%
At-Risk	60%	19%	70%	58%	58%	54%	22%	10%	60%
Limited English Proficient	65%	30%	70%	62%	63%	50%	25%	13%	55%
Asian	94%	78%	95%	89%	78%	81%	75%	50%	85%
American Indian	100%	50%	100%	73%	58%	0%	0%	0%	0%
Hawaiian Pacific Islander	100%	100%	100%	75%	71%	100%	100%	0%	100%
Two or More	86%	57%	85%	80%	87%	70%	60%	30%	75%

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	63%	39%	70%	64%	62%	65%	30%	12%	70%
African-American	80%	40%	80%	53%	56%	57%	29%	29%	65%
Hispanic	59%	33%	70%	60%	59%	63%	24%	8%	65%
White	74%	53%	75%	72%	73%	76%	38%	14%	80%
Economically Disadvantaged	46%	22%	70%	56%	52%	51%	14%	4%	59%

Special Education	30%	30%	70%	33%	32%	40%	33%	20%	45%
At-Risk	39%	11%	70%	44%	37%	36%	10%	5%	40%
Limited English Proficient	50%	13%	70%	54%	49%	50%	17%	0%	60%
Asian	86%	71%	90%	85%	72%	57%	57%	14%	70%
American Indian	0%	0%	100%	61%	71%	0%	0%	0%	0%
Hawaiian Pacific Islander	N/A	N/A	100%	67%	50%	N/A	N/A	N/A	0%
Two or More	33%	33%	70%	70%	76%	33%	33%	33%	67%

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	79%	51%	80%	79%	80%	80%	57%	32%	85%
African-American	73%	41%	80%	66%	72%	68%	50%	27%	75%
Hispanic	73%	44%	80%	77%	78%	78%	55%	26%	85%
White	93%	70%	95%	87%	88%	87%	63%	39%	95%
Economically Disadvantaged	70%	34%	80%	73%	73%	69%	46%	22%	75%
Special Education	70%	43%	80%	53%	56%	63%	40%	25%	70%
At-Risk	58%	22%	70%	67%	65%	62%	29%	13%	70%
Limited English Proficient	65%	30%	70%	73%	72%	75%	31%	25%	80%
Asian	100%	72%	100%	94%	86%	100%	81%	63%	100%
American Indian	75%	50%	80%	78%	77%	50%	0%	0%	70%
Hawaiian Pacific Islander	100%	0%	100%	80%	78%	100%	100%	100%	100%
Two or More	79%	50%	80%	82%	89%	80%	60%	60%	85%

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	76%	47%	76%	73%	76%	69%	45%	20%	80%
African-American	50%	30%	70%	59%	68%	67%	33%	0%	75%
Hispanic	68%	46%	70%	68%	73%	68%	41%	18%	75%
White	93%	63%	95%	84%	87%	83%	61%	22%	95%
Economically Disadvantaged	63%	33%	70%	65%	67%	53%	22%	8%	65%
Special Education	71%	52%	71%	44%	46%	36%	27%	0%	55%
At-Risk	47%	21%	70%	56%	59%	47%	22%	8%	55%
Limited English Proficient	57%	29%	70%	57%	58%	33%	0%	0%	60%
Asian	100%	57%	100%	89%	75%	75%	75%	75%	80%
American Indian	100%	0%	100%	73%	60%	0%	0%	0%	100%
Hawaiian Pacific Islander	100%	0%	100%	75%	93%	N/A	N/A	N/A	100%
Two or More	100%	14%	100%	81%	86%	50%	25%	25%	75%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	95.5%	95%
African-American	95.4%	95.8%	94%	96%
Hispanic	95.6%	95%	95.3%	97%
White	96%	95.8%	96.1%	97%
Economically Disadvantaged	95.4%	94.4%	94.1%	96%
Special Education	94.5%	93.9%	93.5%	96%
Limited English Proficient	96.4%	95.8%	96.2%	97%
Asian	97.8%	96.8%	97.4%	97%
American Indian	95.3%	95.2%	94.6%	96%
Hawaiian Pacific Islander	95.5%	96.1%	96.3%	97%
Two or More	95.9%	96%	96%	95%

RETENTION

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

% of Students Retained	0.98%	0.72%	0.7%
------------------------	-------	-------	------

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : The problem is that only 63% of All 4th grade students and 46% of Eco. Dis. students Met Standard on expository writing, as evidenced on the 2016 STAAR test.

Goal : System Safeguard: By the end of the 2017-18 school year, 73% of All 4th grade students and 53% of the 4th grade Eco. Dis. students will Meet Standards as evidenced on the 2018 STAAR test.

Goal Details

Student Groups Impacted	All Students, Eco-Dis
Funding Needed	
Timeline for Implementation	By the end of the 2017-18 school year.
November Progress Check	As a campus we have provided two days of Writers Workshop Training, have provided multiple sessions of Mentor Texts afterschool and Facebook Feeds to provide teachers at their leisure. The number of students loving to write is increasing due to the number of teachers that are loving teaching writing.
March Progress Check	<ul style="list-style-type: none"> * Mentor Sentences PD during Conference Times & After School for 6 different sessions *Writing Benchmark given at MOY to have comparison from BOY for all grade levels from K-5 with the district rubric *Writing Benchmarks were scored by two different teachers to establish a base line score. *Workshop attendance for Writers workshop and teachers began implementation in their writers workshop block *Common Formative Assessments were given, each grade level had a half day of data debriefing where administration, specialists and all teachers were present. Teachers drilled down to determine the TEK of concern and then created a timeline to address the areas of need. Each grade level did different approaches, but every grade level adjusted their approach to their need. Some teachers went to different classrooms, some had the students broken up into the needs of the students and the strength of the teachers. *MOCK STAAR on March 8th will be dissaggragated to determine the next steps in planning.

June Progress Check	<p>*Data was dissaggragated and groups were formed based on need for the students with specific needs. Each grade level determined a plan for these students and broke them all up based on their specific need. Students showed growth and progress measures of 2, however may not have passed.</p> <p>*Writers workshop was monitored and done with fidelity at most grade levels. The growth in writing for K,1,3, & 5 were noted on their EOY writing samples that were scored by more than their homeroom teacher. Approximately 85% of students in these grades made growth from BOY samples. The remaining grades showed little to no growth in their writing.</p> <p>* STAAR data showed that 54% of all 4th grade students met approaches and 50% of Eco Dis students in 4th grade. This is a 19% decrease for all students and a 4% gain for Eco Dis.</p>
---------------------	---

Activity 1

Activity	Expository writing benchmarks will be given at the beginning, middle, and end of the year with implementation of data collection. The Vertical Alignment Team (VAT)will meet to analyze trends/patterns across grade levels.
Person Responsible	Classroom teachers Literacy Specialist
Monitoring Measures	Benchmarks using NISD STAAR writing rubric (gr. 2-5) or teacher-created rubric (gr. k/1) Data collection binders 2018 Writing STAAR
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Based on benchmark data, provide targeted instruction within the writers workshop framework utilizing mentor texts/mentor sentences, traits of writing, Write Source, and/or Writing Fundamentals resources, as reflected in classroom lesson plans.
Person Responsible	Classroom teacher Literacy Specialist

Monitoring Measures	Classroom lesson plans
Title 1 Fund	No
Title 1 Campuses	
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	
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 2

Need : The problem is that only 77% of All 5th grade students are passing STAAR Science at the Satisfactory level, as evidenced on the 2016 STAAR test.

Goal : System Safeguard: By the end of the 2017-18 school year, 82% of all 5th grade students will Meet Standards as evidenced on the 2018 STAAR with a focus on Eco Dis.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	By the end of the 2017-18 school year.
November Progress Check	As a campus we are focused on Science as our Vertical team (campus wide). Teachers are split into a variety of different groups, with not whom they normally work. We are going through TEKS breakdown, labs, reflections and a focus on our science notebooks and reading journals as teachers to implement with their students. Since breaking down TEKS and discussion of the science notebooks as true reflection instead of cutting and pasting of information. Student notebooks have become more interactive and students are able to utilize science from Kinder to Fifth grade regularly.
March Progress Check	<ul style="list-style-type: none"> * Hands on Science Labs/Experiments increased from 1 a quarter to 3 a quarter for 3-5 and 2 per quarter for K-2. * Science Notebooks - are used for student reflection on a daily basis. * Vertical Meetings Monthly (for all staff) in the area of Science - looking at the areas of need from the STAAR 2016 results, labs and lessons were created based on highest need - and connections were made from Kinder to 5th. Teachers participated in lessons and reflections of the vertical connection for our most needed TEKS from Kinder to Fifth. * Vocabulary was aligned for all grades/units. * Stemsscopes are utilized. * We hosted a Science Night that had a focus on the areas that are weak on our campus to have students be able to participate and experience Science. There were presenters, experiments, movie moments, live animals, google cardboard, and more. The Science Night had the largest turn out in many years. Approximately 250-300 students and their families attended. It was a packed house of excitement. "This is the best science night ever" - from a current staff member, "This was so much fun" - many students, "No we have to leave, because it is bed time. I am sure they will have another science night" - a parent of a student * Science has a dedicated time for every grade level and is incorporated within reading and math when appropriate to continue the enrichment of the science curriculum. * Half Day data days were established for every grade level K- 5 to look at their data and determine the needs, based on CFA/CDB data Vocabulary was a concern for many grade levels, therefore, vocabulary activity cards and such were created and purchased to enhance & deepen the vocabulary knowledge of our students * Moby Max training was provided for staff and implementation of MM - which has science concepts & is reinforced weekly.

June Progress Check	<p>*Ghost walks through K & 3rd grade rooms for evidence of science labs/notebooks was conducted. The use of Padlet to record what others were seeing and comment was established. Teachers were able to walk away with additional ideas to assist in their own practice.</p> <p>*Science Labs were conducted regularly and at all grade levels. Either in their classrooms or in the dedicated space we had for Science.</p> <p>*STAAR data for 2018: 76% of all 5th grade met approaches & 62% of Eco Dis. This is an increase from 2017 for both areas.</p>
---------------------	--

Activity 1

Activity	Hands-on science experiences will be done with fidelity and students will record their experiences in their science notebooks. Science notebooks should focus on detailed drawings, labeling, student's used of vocabulary, procedure, and reflection. The reflection component will also include looking into comprehension of content through the reading safeguard.
Person Responsible	Classroom teachers Science facilitator
Monitoring Measures	Notebook grades are based on NISD science notebook rubric The Vertical Alignment Team (VAT) will compare rubric results based on content/process standards across grade levels.
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Common assessment data will be reviewed by all grade level PLC teams to identify hot spots by category/standard.
Person Responsible	Classroom teachers Science facilitator

Monitoring Measures	Common assessments data will be reviewed by the Vertical Alignment Team (VAT) 2018 STAAR Science
Title 1 Fund	No
Title 1 Campuses	
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	
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 : The problem is that only 34% of our Eco Dis students are passing STAAR Math at the Recommended level, as evidenced on the 2016 STAAR test.

Goal : By the end of the 2017-18 school year, 44% of 3rd, 4th & 5th grade Eco. Dis. students will pass at the Meet Standards as evidenced on the 2018 STAAR test.

Goal Details

Student Groups Impacted	Eco-Dis
Funding Needed	
Timeline for Implementation	By the end of the 2017-18 school year.
November Progress Check	Our MSD has been into all classrooms to observe needs of our students/teachers. Since the observations of the MSD, several PD opportunities have been afforded to our staff, as well as, articles, resources and approved interventions. Teachers are being shown how to use these interventions and true discussion of grouping is taking place.
March Progress Check	<ul style="list-style-type: none"> * DREAM BOX was purchased for our intervention school wide for RTI. We are using this for enrichment also. * Data half day - where the teachers, specialists and administration dug down with the specific TEKS of need. When doing this with all grade levels the teachers established what guided math groups needed to be created and kept these as flexible groupings. * Prodigy online is used with targeted enrichment and skill practice. * Target the Question was purchased to use as recursive review. * Lone Star Math was utilized for recursive review. * MSD - has presented about readiness standards and where the areas of concern are and how to target this through collaborative planning and Co-teaching opportunities * Day time tutoring is occurring as well as morning/afternoon tutoring are happening for the students of need * CFA are being used to drive the small group instruction with guided math groupings * iReady - Math is used as an intervention for RTI also
June Progress Check	<p>*Dreambox was utilized for students in need of enrichment, or intervention. This, when done with fidelity, established a pattern of growth for students. Some students had made over a year of growth and were successfully filling in the gaps.</p> <p>*Intervention groups were established with intentional curriculum TEKS assigned to those in need. Students in these intentional groups showcased growth.</p> <p>*STAAR Data: at Meets level - 3rd - 47%, 4th - 26%, 5th - 39% together they were overall at a 35% which did not meet our goal. Changes have been made to utilize the strengths of the teachers.</p>

Activity 1

Activity	Teachers will utilize concept based planning approach to drive instruction. Common assessment data will be used to drive interventions.
Person Responsible	Classroom teachers MSD
Monitoring Measures	Classroom lesson plans Common assessments 2018 STAAR Math
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Teachers will use a goal setting process for all students to self-monitor their math progress.
Person Responsible	Classroom teachers MSD
Monitoring Measures	Student progress as shown on the goal setting data forms
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	
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 :

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 : Locke Hill ES will work with our PTA to gather survey data to determine what our the needs of our community and help provide these options for our families. Based on these results we will gather our plan for quarterly family events at campus, based on the needs of the survey results.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local

Timeline for Implementation	This will process will take over several years to gather information and implement the needed tasks for the families.
November Progress Check	Staff survey has been completed and results have been gathered to determine next steps for parent survey through the PTA. This is planned for an upcoming PTA meeting.
March Progress Check	PTA mtg provided the surveys and we are dissecting data to determine what the needs of our community are based on the survey results.
June Progress Check	PTA Board meeting topics were discussed and placed onto our PTA meeting topics for next school year to continue this area of community involvement.

Activity 1

Activity	Survey for staff, parents and students to determine needs of campus, families and community.
Person Responsible	Admin, PTA
Monitoring Measures	survey provided to staff, parents and families results will be dissected to determine needs
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	Garden & Cooking clubs will be created
Person Responsible	Teachers
Monitoring Measures	weekly cooking classes with the club, gardening techniques and processes.
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	