



NORTHSIDE  
SCHOOL



INDEPENDENT  
DISTRICT



## SCHOOL IMPROVEMENT PLAN

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# LOS REYES ELEMENTARY SCHOOL

## 2017-2018

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### OUR MISSION

At Los Reyes we ensure the achievement of every student through meaningful relationships, innovative learning and commitment to excellence.

# LOS REYES ES

## Needs Assessment 2017-2018

### Process

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

On April 3rd, Bernadette, from school improvement, came to assist us in identifying our campus strengths and weaknesses by completing a SWOT analysis. At this meeting, as a staff we voted on the three highest areas of need that we have as a campus. The overall consensus was that the areas that needed improvement were the following: 1) Closing the gap between special education/at risk/LEP and the all group of students, 2) Writing - 2nd grade EOY writing samples 46% and 4th grade expository writing, and 3) Reading - IRI level's 91% for Kinder and 81% for 1st grade.

On April 24th, Bernadette returned to assist us with completing a root cause for the 3 areas we identified as a campus as our area of need. The staff was grouped in vertical teams to create a list of 10,5,5 reasons of why these 3 areas need improvement. The final 5 root causes were as follows: 1) Appropriate use of most effective modifications, 2) Understanding of pre and post TEKS/curriculum (as compared to grade level teaching), 3) Lack of concrete examples/manipulatives used in lessons, 4) Consistent interventions, and 5) Proper RTI

Through this process, as a campus, we developed our needs, goals and activities for the 2017-2018 school year.

**Data and Campus Practices Review**

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

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

<b>CSF 1: Academic Performance</b>	
Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.	
<input checked="" type="checkbox"/> STAAR/EOC/TAKS	
<input type="checkbox"/> Regression graphs	
<input checked="" type="checkbox"/> Student demographics	
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE	
<input type="checkbox"/> TELPAS	
<input type="checkbox"/> Promotion/retention (Elementary)	
<input type="checkbox"/> Failure rates (Secondary)	
<input type="checkbox"/> Completion and graduation rates (High School)	
<input type="checkbox"/> SAT/ACT (High School)	
<input type="checkbox"/> AP (High School)	
<input checked="" type="checkbox"/> Other      CDB's, IRI's	
Findings	There is a significant gap between the all group of students in STAAR assessments and special populations (At Risk, Special Education, LEP).

<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 type="checkbox"/> Student attendance	
<input type="checkbox"/> Discipline	
<input type="checkbox"/> Grades	

<input checked="" type="checkbox"/> CDBs	
<input checked="" type="checkbox"/> Common Assessments	
<input type="checkbox"/> Other	
Findings	Staff indicated the need to improve in the areas of writing and reading based on CDB and IRI data.

<b>CSF 3: Leadership Effectiveness</b>	
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 type="checkbox"/> Campus goals	
<input type="checkbox"/> Monitoring of teacher performance; feedback to staff	
<input type="checkbox"/> Communication	
<input type="checkbox"/> Master schedule	
<input type="checkbox"/> Teacher and parent surveys	
<input type="checkbox"/> Other	
Findings	Structures and protocols need to be in place in order to build capacity throughout our campus.

<b>CSF 4: Increased Learning Time</b>	
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 type="checkbox"/> Interventions implementation and effectiveness	
<input type="checkbox"/> Student identification for increased learning time	
<input type="checkbox"/> Tutorials	

<input type="checkbox"/> Other	
Findings	Proper RTI throughout all the grade levels. Entered appropriately - updated - consistency (protocol/process/structure needed) Consistent interventions used and documented

<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 type="checkbox"/> Communication	
<input type="checkbox"/> Family and community activities	
<input checked="" type="checkbox"/> Family and community input	
<input type="checkbox"/> Family and community services	
<input checked="" type="checkbox"/> Second language communication	
<input checked="" type="checkbox"/> Other      Increased parental involvement	
Findings	PTA created, facilitated and planned more events in the 2016-2017 school year. Though more families attended events there was still a need for more involvement with volunteers. Input is needed from families as to how we can communicate more effectively to gain more volunteers. Communication sent out from the school is not always in both languages.

<b>CSF 6: School Climate</b>	
School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.	
<input type="checkbox"/> Teacher surveys	
<input type="checkbox"/> Parent surveys	
<input type="checkbox"/> Student surveys or panels	
<input type="checkbox"/> Discipline	
<input type="checkbox"/> Student attendance	
<input checked="" type="checkbox"/> Extra-curricular activities and clubs	
<input type="checkbox"/> Other	
Findings	In the 2016-2017 school year we added various extra curricular activities and clubs. Parents and students responded positively.

<b>CSF 7: Teacher Quality</b>
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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	Staff indicated a need for appropriate use of modifications, lack of use of manipulatives and concrete examples and planning and collaboration of pre and post TEKS/curriculum across the grade levels.
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### Priority Needs

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

#### Priority Need 1

Closing the gap between all student group and special populations (At Risk, Special Education, LEP)

CSF 1 Academic Performance

#### Priority Need 2

Writing is an area of need - specifically 4th grade expository composition and 2nd grade overall EOY writing

CSF 2 Use of Quality Data to Drive Instruction

#### Priority Need 3

Reading is an area of need - specifically IRI's drop from kinder 91% on level to first 81% on level

CSF 4 Increased Learning Time



**CAMPUS: LOS REYES 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		Mission, vision, goals, data review & Literacy	Curriculum	All staff	All		8
08/22/2017		Gradebook, PLC	Collaboration	All staff	All		8
08/23/2017		Guided Reading	Instruction	All staff	All		8
10/09/2017		Making Thinking Visible - District	Instruction	All staff	All		8
11/20/2017		Staff Retreat	Collaboration	All staff	All		8
11/21/2017		Summer Team planning	Collaboration	All staff	All		8
02/19/2018		Guided Reading, Writers	Instruction	All Staff	All		8



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	92%	72%	92%	74%	76%	91%	72%	45%	91%
African-American	100%	67%	100%	62%	72%	67%	0%	0%	100%
Hispanic	91%	70%	91%	70%	74%	87%	65%	34%	87%
White	92%	74%	92%	84%	86%	96%	82%	57%	96%
Economically Disadvantaged	87%	47%	85%	66%	68%	70%	52%	17%	80%
Special Education	63%	44%	65%	44%	48%	76%	34%	10%	76%
At-Risk	70%	32%	67%	58%	58%	72%	36%	17%	75%
Limited English Proficient	67%	22%	69%	62%	63%	67%	54%	29%	70%
Asian	100%	0%	100%	89%	78%	100%	83%	67%	100%
American Indian	N/A	N/A	N/A	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	92%	92%	92%	80%	87%	100%	79%	64%	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	84%	55%	86%	64%	62%	85%	51%	19%	85%
African-American	N/A	N/A	100%	53%	56%	50%	0%	0%	N/A
Hispanic	76%	41%	78%	60%	59%	82%	49%	16%	82%
White	89%	67%	91%	72%	73%	88%	55%	25%	88%
Economically Disadvantaged	64%	27%	66%	56%	52%	87%	60%	13%	87%

Special Education	55%	27%	57%	33%	32%	63%	25%	25%	70%
At-Risk	63%	19%	65%	44%	37%	52%	28%	8%	70%
Limited English Proficient	50%	33%	52%	54%	49%	86%	57%	0%	86%
Asian	N/A	N/A	N/A	85%	72%	100%	100%	50%	100%
American Indian	N/A	N/A	N/A	61%	71%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	67%	50%	N/A	N/A	N/A	N/A
Two or More	100%	50%	100%	70%	76%	100%	40%	0%	100%

**MATHEMATICS (Grades 3-5)**

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	94%	71%	96%	79%	80%	91%	68%	43%	91%
African-American	100%	67%	100%	66%	72%	33%	0%	0%	70%
Hispanic	94%	66%	96%	77%	78%	88%	60%	33%	88%
White	92%	76%	94%	87%	88%	95%	77%	57%	95%
Economically Disadvantaged	83%	47%	85%	73%	73%	78%	54%	20%	78%
Special Education	67%	26%	69%	53%	56%	66%	38%	14%	70%
At-Risk	75%	38%	77%	67%	65%	73%	41%	21%	73%
Limited English Proficient	83%	44%	85%	73%	72%	92%	58%	25%	92%
Asian	100%	0%	100%	94%	86%	83%	83%	50%	83%
American Indian	N/A	N/A	N/A	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%	83%	100%	82%	89%	100%	71%	43%	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	91%	61%	95%	73%	76%	84%	59%	34%	84%
African-American	100%	50%	100%	59%	68%	N/A	N/A	N/A	100%
Hispanic	90%	54%	94%	68%	73%	80%	49%	29%	80%
White	89%	70%	94%	84%	87%	89%	67%	44%	89%
Economically Disadvantaged	75%	25%	77%	65%	67%	57%	21%	21%	70%
Special Education	55%	18%	77%	44%	46%	82%	27%	18%	82%
At-Risk	68%	16%	82%	56%	59%	64%	23%	14%	70%
Limited English Proficient	75%	0%	77%	57%	58%	43%	14%	14%	70%
Asian	100%	0%	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	100%	100%	100%	81%	86%	80%	80%	0%	80%

## ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	97%	97%
African-American	95.4%	95.8%	98.1%	98%
Hispanic	95.6%	95%	96.8%	97%
White	96%	95.8%	97.1%	97%
Economically Disadvantaged	95.4%	94.4%	96.3%	96%
Special Education	94.5%	93.9%	96.6%	96%
Limited English Proficient	96.4%	95.8%	97.3%	97%
Asian	97.8%	96.8%	97.3%	97%
American Indian	95.3%	95.2%	96.2%	96%
Hawaiian Pacific Islander	95.5%	96.1%	99.3%	99%
Two or More	95.9%	96%	97.3%	97%

## RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	1.01%	1%
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## 17-18 School Improvement Plan - Objectives and Activities

### Goal 1

Need : Closing the gap between all student group and special populations (At Risk, Special Education, LEP)

Goal : As a campus we will implement the PLC mindset with fidelity (mapping curriculum, developing weekly/biweekly Common and Formative Assessments, Planning the 4 Questions, Analyzing Data, Targeting Kid by Kid/Skill by Skill), resulting in reducing the achievement gap of At Risk and ALL students to no more than 10 point of each other on K-2nd EOY Math Assessment and 3rd-5th Math STAAR by the end of the 2017-2018 school year.

### Goal Details

Student Groups Impacted	All Students, At Risk
Funding Needed	
Timeline for Implementation	During the summer of 2017 3 staff members and 2 administrators will attend the PLC conference. This group along with the leadership team will be the guiding coalition for the campus PLC process for the 2017-2018 school year. During our August staff development this guiding coalition will provide updated staff development for the PLC mindset and will also share the math focus for the entire PLC process. The campus will focus on solidifying our knowledge of the 4 PLC questions through math.
November Progress Check	During the Fall of 2017 the staff has committed to meeting on Tuesday's and Friday's as grade levels to unpack the math TEKS, create math CFA's and provide interventions and/or enrichment to students. In December administration met with 3rd, 4th, and 5th grade level teachers and collaborative teachers to provide a specific staff development on unpacking the TEKS, creating CFA's, creating interventions/enrichment activities and to map out an entire upcoming math unit. Universal Screener - 3rd grade NISD 67%/Los Reyes 73%/Special Ed 53% (-20)/Eco Dis 61% (-12)/LEP 68% (-5) Universal Screener - 4th grade NISD 56%/Los Reyes 64%/Special Ed 32%(-32)/Eco Dis 46% (-18)/LEP 62% (-2) Universal Screener - 5th grade NISD 64%/Los Reyes 72%/Special Ed 53% (-19)/Eco Dis 67% (-5)/LEP 74% (+2)
March Progress Check	
June Progress Check	

Activity 1

Activity	A small group of leaders will attend PLC Conference/Leadership Institute to gain full understanding of PLC process including a book study of "PLC"
Person Responsible	Principal - Erika Pruneda Vice Principal - Elizabeth Bojorquez Primary Teacher - Betsy Hernandez Secondary Teacher - Jessica Zacarrias Special Education Teacher - Yvette Benavidez
Monitoring Measures	Administration will attend Tuesday PLC/Collaboration meetings to ensure that planning/collaboration will focus on the 4 PLC questions through math. Keep Attendance Sheets and Agenda of Meetings, Book Study Notes
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	PLC leaders will conduct Staff Development training to Team Leaders on Aug. 16 and staff during first week back which team leaders will then take to their teams to implement.
Person Responsible	Administration Leadership Team
Monitoring Measures	Attendance Sheets and Agenda of Staff Development, PLC Agendas, Lesson Plans, Admin Walk Throughs.
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	Trailhead will be revamped to target “Kid by Kid, Skill by Skill” in weekly/biweekly rotations of Math Intervention and Enrichment based on grade level common formative and summative assessments
Person Responsible	Administration - Erika Pruneda - Elizabeth Bojorquez All teachers
Monitoring Measures	Master Schedule Adjustment, Teams will enter Trailhead data that will be monitored by Admin into a Google Spreadsheet of the varied Trailhead groups that will include the name of students, targeted objectives, and level of skill mastery weekly/biweekly
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	Provide staff development on how to build CFA & CSA on CMS and other district provided resources as well PLC analysis and targeted grouping within the first 4 weeks of the school year.
Person Responsible	Administration - Erika Pruneda - Elizabeth Bojorquez Math facilitator - Velma Camus TSS - Steven Carrejo
Monitoring Measures	Attendance Sheet, SD Agenda, PLC Agendas, Teams will input common assessment data onto google spreadsheet (provided by admin) detailing the level of skill mastery of each student.

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 : Writing is an area of need - specifically 4th grade expository composition and 2nd grade overall EOY writing



Goal :

Through PLC's, teams will collaborate to assess ongoing growth in quality writing samples resulting in increasing 10 percentage points of 3's & 4's on EOY Writing Rubrics including an increase of 5-8 essay scores on 4th Grade STAAR by the end of the 2017-2018 school year.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	During the summer of 2017 3 staff members and 2 administrators will attend the PLC conference. This group along with the leadership team will be the guiding coalition for the campus PLC process for the 2017-2018 school year. During our August staff development this guiding coalition will provide updated staff development for the PLC mindset and will also share the writing focus for the entire PLC process. The campus will focus on solidifying our knowledge of the 4 PLC questions through writing.
November Progress Check	During the Fall of 2017, Mrs. Wright, the reading specialist has provided monthly staff development to all teams that focus on reading and writing. K-5th grade level teachers have turned in 3 student writing folders (high, medium, low level writers) that will be looked at through the campus writing committee in January.  ELPS benchmarks have been implemented and discussed during bilingual meetings to look at individual student progress.
March Progress Check	
June Progress Check	

Activity 1

Activity	Reading Specialist, Mrs.Wright, will conduct a staff development on Writers Workshop on August 21, 2017. Grade levels will be divided into K-2 and 3-5 to meet specific need of their grade level.
Person Responsible	Reading Specialist - Marilyn Wright
Monitoring Measures	Monitoring Measures: Attendance Sheet, Agenda, Green Writing Folders, Monthly Reading PLC's will revisit strategies used, Admin walk throughs
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	A vertical writing committee will be formed at the beginning of the year to address our ongoing progress in the area of writing as well as our needs in the area of writing. This committee will meet a minimum of once every quarter.
Person Responsible	Reading Specialist - Marilyn Wright
Monitoring Measures	List of teachers who volunteered to be on committee, Green Writing Folders will follow students year after year
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	Writing committee will discuss the details and process that grade levels will take in breaking up their grade level rubric down to 9 week benchmarks.
Person Responsible	Writing committee grade level representatives
Monitoring Measures	Writing committee meeting agendas, final rubric break down for each grade level
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	Each teacher will turn in green writing folders to writing committee every quarter with a student writing sample that represents their a low, med and hi writing piece.
Person Responsible	Administration - Erika Pruneda - Elizabeth Bojorquez Reading Specialists - Marilyn Wright
Monitoring Measures	Green writing folders, Writing committee agenda, PLC agendas
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	Fourth grade team will attend a staff development/planning session with Northside central office ELAR staff to revisit calibration of STAAR writing rubric.
Person Responsible	Administration - Erika Pruneda - Marilyn Wright
Monitoring Measures	Attendance log and Agenda of meeting, Admin monitoring PLC, Second rater (Wright or Admin) of quarterly hi/med/lo writing samples
Title 1 Fund	
Title 1 Campuses	

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

### Goal 3

Need : Reading is an area of need - specifically IRI's drop from kinder 91% on level to first 81% on level

Goal : Through guided reading groups teachers will focus on the Differentiated Instruction to meet the needs of each group while providing At-Risk student groups differentiated strategies to meet the individual needs of ALL students (ex. Proper enrichment, vocabulary building activities, building background knowledge and utilizing appropriate accommodations) resulting in a reduction in the achievement gap between At-Risk and ALL students to no more than 10 points of each other on K-2nd "On Grade Level" EOY IRI's and 3rd-5th Reading STAAR by the end of the 2017-2018 school year.

### Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	During the summer of 2017 3 staff members and 2 administrators will attend the PLC conference. This group along with the leadership team will be the guiding coalition for the campus PLC process for the 2017-2018 school year. During our August staff development this guiding coalition will provide updated staff development for the PLC mindset and will also share the reading focus for the entire PLC process. The campus will focus on solidifying our knowledge of the 4 PLC questions through a reading
November Progress Check	In August, Mrs. Wright, the reading specialist provided a Guided Reading Staff development to all grade level teachers as a refresher of the Guided Reading components. During the Fall of 2017, Mrs. Wright has provided monthly staff development to all teams that focus on reading and writing. Administration has implemented specific walk throughs for K-5th grade teachers to see the implementation of guided reading with fidelity.
March Progress Check	
June Progress Check	

Activity 1

Activity	Reading Specialist and 1st Grade Team Leader, Wright & Werland, will conduct a “Guided Reading with Fidelity” staff development on August 23rd.
Person Responsible	Administration - Erika Pruneda - Elizabeth Bojorquez Reading Specialist - Marilyn Wright Teacher - Monica Werland
Monitoring Measures	Agenda for staff development, Admin walk throughs, Monthly Reading Meeting Agendas
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	A Monday Staff Development during the first 9 weeks will focus on strategies and resources to provide in guided reading groups to help our At-Risk students such as building vocabulary, providing background experiences, identify and use of accommodations and resources
Person Responsible	Administration - Erika Pruneda - Elizabeth Bojorquez Special Education Coordinator - Jennifer Reat
Monitoring Measures	Attendance Sheet, Staff development agenda, STAAR accommodation data
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	Adjust Master Schedule to ensure the foundational time needed for guided reading and set clear expectation on students reading intervention needs provided by spec ed or reading specialist pullout to be during guided reading center times
Person Responsible	Administration - Erika Pruneda - Elizabeth Bojorquez
Monitoring Measures	Master Schedule, SI & Reading Specialist pullout schedule
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	Staff development for K&1st (and specialist who provide K&1 intervention) during monthly Reading PLC on Phonemic Awareness and hands on experiences in the area of reading.
Person Responsible	Reading Specialist - Marilyn Wright
Monitoring Measures	Reading PLC Agenda, Admin walk throughs, Trailhead observation
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	G.T. Specialist will plan with grade level PLC's to provide varied enrichment activities through a pullout program to identified students based on historical data during guided reading center time.
Person Responsible	GT specialist - Pierre Camus
Monitoring Measures	B.O.Y. (First week) meeting with admin and G.T. Specialist notes, PLC agenda, schedule of pullout enrichment program provided by G.T. Specialist, Lesson plan of lessons/activities used for pullout enrichment program provided for admin and grade level *Set up a Progress Monitoring check up time during a Monday Meetings once every 9 weeks in November and March to review data and monitor our progress towards our SIP goals.
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

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

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	Throughout the 2017-2018 school year.
November Progress Check	As a campus we continue working on this goal. We have various activities throughout our rotation classes that give students opportunities for health and wellness.
March Progress Check	
June Progress Check	

#### Activity 1

Activity	Provide moderate to vigorous physical activity during physical education.
Person Responsible	PE coach
Monitoring Measures	lesson plans
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	