



NORTHSIDE
SCHOOL



INDEPENDENT
DISTRICT



SCHOOL IMPROVEMENT PLAN

MCDERMOTT ELEMENTARY SCHOOL

2017-2018

OUR MISSION

McDermott Elementary is a learning community that prepares our students for success by meeting the individual needs of each and every student through relevant and authentic learning.

MCDERMOTT ES

Needs Assessment 2017-2018

Process

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

On January 11, 2017 Team Leaders were asked to share a school needs assessment survey with teams to determine school performance on current SIP goals and/or other areas of concern. At that meeting team leaders reviewed current performance data from benchmarks. They also reviewed current practice that affected school and student performance in the area of academics and behavior. Leaders worked with their teams to generate areas of strengths and concerns. Every teacher staff member were active participants due to small group settings for their meetings.

At the February 20th staff development meeting findings from the needs assessment survey were presented and reviewed with each grade level. Teams then created a list of potential goals or areas for improvement were identified for the 2017-2018 school year. A consensus was established for areas of concern regarding the most need.

The May Team Leader meeting finalized goals to be targeted for the 2017-2018 school year.

The SIP was presented to the SAT Committee on May 25, 2017. Goals and activities for the 2017-2018 school year were reviewed and approved.

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>STAAR performance still below district expectation.</p> <p>Significant need to address writing. Students performing at _% Many students are not meeting requirements for promotion based on writing.</p> <p>Students struggle with basic math concepts. Significant gaps in skills. Many students do not know their facts.</p> <p>Almost half of our students were placed into the next grade level and did not meet promotion requirements.</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.	
<input checked="" type="checkbox"/> Student attendance	
<input checked="" type="checkbox"/> Discipline	

<input checked="" type="checkbox"/> Grades	
<input checked="" type="checkbox"/> CDBs	
<input checked="" type="checkbox"/> Common Assessments	
<input type="checkbox"/> Other	
Findings	<p>Student attendance averages around 91.2%.</p> <p>Data collected after every CDB. Intervention plans were developed around around quintile performance measures. Grade level teachers and specialist created groups based on data.</p> <p>PBIS collected</p>

CSF 3: Leadership Effectiveness	
<p>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.</p>	
<input checked="" type="checkbox"/> Distribution of leadership and responsibilities	
<input checked="" type="checkbox"/> Decision making structures on the campus	
<input checked="" type="checkbox"/> Teacher input	
<input checked="" type="checkbox"/> Campus goals	
<input checked="" type="checkbox"/> Monitoring of teacher performance; feedback to staff	
<input checked="" type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Master schedule	
<input checked="" type="checkbox"/> Teacher and parent surveys	
<input type="checkbox"/> Other	
Findings	<p>Teachers became responsible for professional learning by presenting at every faculty meeting. Leadership team and pertinent staff members help to make decisions around campus initiatives. Teacher performance and feedback were monitored through the new T-TESS evaluation system. Teachers were provided feedback immediately after observations. Administration maintains an open door policy to address issues as they arrive.</p>

CSF 4: Increased Learning Time	
<p>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.</p>	

<input checked="" type="checkbox"/> Response to Intervention
<input checked="" type="checkbox"/> Interventions implementation and effectiveness
<input checked="" type="checkbox"/> Student identification for increased learning time
<input checked="" type="checkbox"/> Tutorials
<input type="checkbox"/> Other
Findings
eRTI checks were conducted regularly throughout the year. Tier III process were improved to meet student needs. Campus used school wide intervention time to provide interventions. Intervention reports are not being monitored effectively to ensure that students are being successful with interventions.

CSF 5: Family/Community Engagement	
Family and Community Engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services.	
<input checked="" type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Family and community activities	
<input checked="" type="checkbox"/> Family and community input	
<input checked="" type="checkbox"/> Family and community services	
<input checked="" type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	
Findings	
Teachers using varied forms of technology to communicate: Remind, Twitter, email, websites, flyers. Parent and community engagement activities have good turn outs. Parents provide input into PBIS survey. Still struggle to get parent into parent conferences, eRTI or ARDs. Flyers are sent in English and Spanish.	

CSF 6: School Climate	
School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.	
<input checked="" type="checkbox"/> Teacher surveys	
<input checked="" type="checkbox"/> Parent surveys	
<input checked="" type="checkbox"/> Student surveys or panels	
<input checked="" type="checkbox"/> Discipline	
<input checked="" type="checkbox"/> Student attendance	

<input checked="" type="checkbox"/> Extra-curricular activities and clubs	
<input type="checkbox"/> Other	
Findings	<p>Teachers provide input through surveys in PBIS and SIP.</p> <p>After school clubs were included this year. clubs catered to different student interests and at different grade levels.</p> <p>PBIS was implemented effectively throughout the campus. Behavior appears to be centralized to certain students requiring additional supports.</p> <p>181 students have over 10 absences.</p>

CSF 7: Teacher Quality

Teacher Quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development. Evidence shows that low income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers.

<input checked="" type="checkbox"/> Teacher attendance
<input checked="" type="checkbox"/> Teacher experience and years on campus
<input checked="" type="checkbox"/> 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

Findings	<p>Teacher attendance is at 93.6% Below the district average.</p> <p>Class size criteria are followed and honored at 22:1 Class sized remained below 22 all year long in every class.</p> <p>STAAR results still show difficulty in 3rd grade STAAR</p> <p>Teachers plan and collaborate together every Monday.</p> <p>Teachers became responsible for providing staff development to peers on improving instructional practices.</p>
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Priority Needs

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

Priority Need 1

Lack of writing proficiencies across grade levels. Students are not able to meet district requirements based on grade level rubrics and low performance on 4th grade STAAR

CSF 1 Academic Performance

Priority Need 2

Students are struggling with Math concepts or have significant gaps in skills.

CSF 1 Academic Performance

Priority Need 3

Ineffective monitoring of intervention reports results in some students not receiving optimal learning interventions.

CSF 2 Use of Quality Data to Drive Instruction

Priority Need 4

Behavior systems still requiring ongoing support. Individual students with behavior problems having significant impact on use of personnel and disrupting class environment.

CSF 4 Increased Learning Time

Campus: MCDERMOTT ES

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 05/25/2017

SAT Member	Name	Signature
Principal	Belinda Trevino	
Parent Community Representative	Angela Palomarez	
Staff Representative	David Spongberg	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Belinda Trevino	Principal
Lilia Brown	Administrator
David Spongberg	Staff Member
Susana Hernandez	Staff Member
Melinda Ochoa	Administrator
Angela Palomarez	Parent
Belinda Trevino	Principal
Lilia Brown	Administrator
David Spongberg	Staff Member
Susana Hernandez	Staff Member
Melinda Ochoa	Administrator
Angela Palomarez	Parent

CAMPUS: MCDERMOTT 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	08/22/2017	Writing Competencies	Instruction	Pre-K-5th	All Students	Title I	6
08/22/2017	08/24/2017	Best Practices for Grading, PBIS (Student Encouragement)	Classroom Management	Pre-K-5th	All Students	Title I, State Compensatory	3
08/23/2017	08/24/2017	Guided Math Presentation by Dr. Nikki	Instruction	Pre-K-5th	All Students	Title I	6
10/09/2017	10/11/2017	Writer's Workshop (Units of Study for Teaching Writing)	Curriculum	Pre-K-5th	All Students	Title I	3
11/20/2017	11/21/2017	Learning Walks	Collaboration	Pre-K-5th	All Students	Title I	3
11/21/2017	11/22/2017	Math Interventions (Guided Math in Action)	Curriculum	Pre-K-5th	All Students	Title I	3
02/19/2018	02/21/2018	PBIS (Avoiding Power Struggles)	Classroom Management	Pre-K-5th	All Students	Title I, State Compensatory	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	71%	34%	69%	74%	76%	63%	35%	18%	68%
African-American	63%	21%	60%	62%	72%	64%	38%	16%	66%
Hispanic	66%	27%	64%	70%	74%	57%	27%	13%	60%
White	85%	50%	85%	84%	86%	65%	42%	23%	67%
Economically Disadvantaged	68%	31%	66%	66%	68%	58%	28%	13%	60%
Special Education	31%	13%	50%	44%	48%	29%	19%	2%	30%
At-Risk	53%	19%	50%	58%	58%	51%	24%	13%	52%
Limited English Proficient	70%	36%	73%	62%	63%	77%	54%	40%	79%
Asian	93%	75%	95%	89%	78%	94%	87%	58%	94%
American Indian	100%	100%	100%	73%	58%	100%	100%	100%	100%
Hawaiian Pacific Islander	100%	50%	72%	75%	71%	60%	20%	0%	62%
Two or More	86%	43%	90%	80%	87%	79%	29%	14%	80%

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	59%	24%	55%	64%	62%	46%	24%	2%	48%
African-American	69%	19%	74%	53%	56%	40%	7%	0%	42%
Hispanic	49%	15%	50%	60%	59%	40%	17%	1%	42%
White	83%	33%	72%	72%	73%	36%	9%	0%	38%
Economically Disadvantaged	56%	21%	50%	56%	52%	35%	12%	0%	36%

Special Education	36%	18%	34%	33%	32%	13%	13%	0%	15%
At-Risk	47%	11%	45%	44%	37%	39%	19%	1%	41%
Limited English Proficient	80%	27%	65%	54%	49%	63%	26%	0%	65%
Asian	86%	64%	90%	85%	72%	100%	79%	7%	100%
American Indian	N/A	N/A	60%	61%	71%	100%	100%	100%	100%
Hawaiian Pacific Islander	67%	33%	72%	67%	50%	0%	0%	0%	70%
Two or More	100%	50%	100%	70%	76%	43%	43%	0%	45%

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	67%	36%	67%	79%	80%	65%	34%	16%	67%
African-American	62%	21%	64%	66%	72%	58%	27%	7%	60%
Hispanic	63%	30%	61%	77%	78%	61%	29%	8%	63%
White	65%	40%	70%	87%	88%	68%	26%	16%	70%
Economically Disadvantaged	63%	27%	62%	73%	73%	62%	27%	10%	64%
Special Education	31%	13%	50%	53%	56%	33%	17%	4%	35%
At-Risk	49%	21%	47%	67%	65%	54%	26%	12%	56%
Limited English Proficient	73%	44%	65%	73%	72%	77%	56%	29%	79%
Asian	98%	85%	95%	94%	86%	97%	90%	81%	99%
American Indian	100%	100%	100%	78%	77%	100%	100%	100%	100%
Hawaiian Pacific Islander	67%	50%	72%	80%	78%	100%	60%	40%	100%
Two or More	57%	29%	62%	82%	89%	71%	29%	14%	73%

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	66%	22%	58%	73%	76%	54%	25%	6%	56%
African-American	56%	11%	38%	59%	68%	47%	20%	7%	49%
Hispanic	64%	20%	55%	68%	73%	52%	22%	4%	54%
White	78%	33%	83%	84%	87%	50%	33%	17%	52%
Economically Disadvantaged	65%	21%	56%	65%	67%	53%	25%	8%	55%
Special Education	20%	0%	25%	44%	46%	13%	13%	13%	15%
At-Risk	52%	6%	42%	56%	59%	37%	16%	4%	39%
Limited English Proficient	N/A	N/A	50%	57%	58%	70%	40%	10%	72%
Asian	75%	25%	80%	89%	75%	50%	50%	50%	52%
American Indian	N/A	N/A	80%	73%	60%	N/A	N/A	N/A	80%
Hawaiian Pacific Islander	100%	50%	55%	75%	93%	100%	33%	33%	100%
Two or More	67%	33%	72%	81%	86%	100%	75%	0%	100%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	95%	96%
African-American	95.4%	95.8%	95.7%	96%
Hispanic	95.6%	95%	94.4%	95%
White	96%	95.8%	94.2%	95%
Economically Disadvantaged	95.4%	94.4%	94.4%	95%
Special Education	94.5%	93.9%	93.2%	94%
Limited English Proficient	96.4%	95.8%	96.3%	97%
Asian	97.8%	96.8%	96.6%	97%
American Indian	95.3%	95.2%	98.1%	98%
Hawaiian Pacific Islander	95.5%	96.1%	94%	95%
Two or More	95.9%	96%	94.9%	95%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	1.47%	1%
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17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : Lack of writing proficiencies across grade levels. Students are not able to meet district requirements based on grade level rubrics and low performance on 4th grade STAAR

Goal : Develop writing proficiencies for all students through school-wide writing program.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis
Funding Needed	State Compensatory
Timeline for Implementation	August 2017 - April 2018
November Progress Check	<ul style="list-style-type: none"> * The campus has developed a PLC for ELAR. They meet every other Tuesday to discuss reading and have had half day planning to develop goals for Writer's Workshop. Planning Days included 10/05/17 for K and 1st, 10/12/17 for 2nd and 3rd grade and 10/19 for 4th and 5th grades. * The campus has only conducted one "Ghost Walk" with our staff on 10/09/17 * Staff Development covering the following topics Family Engagement on 10/02/2017, Learning Walks 10/09/2017, conceptual planning and PLC process * The Grade Level PLC's reviewed beginning of the year writing samples on during half day planning meetings.
March Progress Check	<p>The campus is continuing to develop PLCs. Meetings have continued every other Tuesday. In addition Half Day Planning to increase PLC development and analyze student performance in ELAR. Planning Days were held on 12/7/2017 for grades 4 & 5, 12/14/2017 for grades 2 & 3, 1/11/2018 for grades K and 1.</p> <p>Staff Development included conceptual planning and delving more into the PLC process.</p> <p>Student writing were analyzed for student performance and teaching opportunities.</p>

June Progress Check	The campus continued with ELAR Planning sessions that included data analysis of student performance and staff development. Half Day Planning on 3/01 for grades 2nd and 3rd; 3/08 for grades Kinder and 1st; 4/19 for 2nd and 3rd, 05/03 for 3rd and 5th.
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Activity 1

Activity	Create a PLC that will research the effectiveness and implementation of Writer's Workshop for every grade level. The team will be vertically aligned and will meet and plan regularly. They will use Units of Study for Teaching Writing as their resource.
Person Responsible	Administrators Reading Specialists Special Ed Coordinators Teachers Pre-K - 5th grade
Monitoring Measures	PLC Schedule for planning/meeting Agenda Sign in Sheets
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 4, SWC 8, SWC 9
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	PLC team will implement Learning walks to collect data and identify areas for improvement.
Person Responsible	Administrators Reading Specialists Special Ed Coordinators Teachers Pre-K - 5th grade
Monitoring Measures	Learning Walk Data collection.
Title 1 Fund	Yes

Title 1 Campuses	SWC 3, SWC 4, SWC 8, 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 3

Activity	Provide staff development to all teachers monthly during faculty meetings surrounding research and practices reviewed in writing skills.
Person Responsible	Administrators Reading Specialists Special Ed Coordinators PLC Team Teachers Pre-K - 5th grade
Monitoring Measures	Scheduled Faculty Meetings Agenda Sign In Sheets Staff Development Surveys
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 4, SWC 8
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	PLC team will review writing samples to monitor student progress.
Person Responsible	Administrators Reading Specialists Special Ed Coordinators PLC Team Teachers Pre-K - 5th grade
Monitoring Measures	Writing Sample collection NISD Writing Rubric
Title 1 Fund	Yes
Title 1 Campuses	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 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	
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Goal 2

Need : Students are struggling with Math concepts or have significant gaps in skills.

Goal : System Safeguard: In the 2017-2018 school year students will increase performance by 4% in the area of math. Economically Disadvantaged will increase performance by 1% in the area of math performance. Special Education Students will increase performance by 1% in the area of math.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis
Funding Needed	State Compensatory
Timeline for Implementation	August 2017 - May 2018
November Progress Check	<p>*The campus has created PLC that researches the effectiveness and implementation of Guided Math for every grade level. The team meets and plans every other Tuesday. They use(Guided Math in Action) as their resource.</p> <p>*The District and Math Specialists have done some walk throughs to determine use of math manipulatives and guided math practices. In addition, they work closely with the math specialist on the PLC process and delivery of math content information.</p> <p>*The Math Specialists have provided staff development to all teachers monthly during faculty meetings surrounding research and practices reviewed in the resource Guided Math in Action. The specialists have unpacked TEKS with each grade level and conceptual planning for all of the units.</p> <p>*PLC team will review common assessment to monitor student progress with a concentration on Economically Disadvantaged performance. Plans are developed after common assessments to support students not meeting progress.</p>
March Progress Check	<p>*Grade levels are continuing to meet every other Tuesday to conceptually plan and engage in staff development activities that promote PLCs.</p> <p>*The Math specialists are working with district specialists to monitor student performance and increase teacher efficacy in the area of math and the development of common assessments.</p> <p>*Half Day Planning 1/19/2018 for 5th and 2nd grade, 1/26/2018 for 3rd and 4th grade.</p> <p>*Common Assessments were reviewed and support was developed for struggling students including (Eco. Disc, and Spec. Ed)Math specialists are pushing in support for 3rd, 4th and 5th grades.</p>

June Progress Check	<p>*Tuesday Meetings continued till the end of the year. Data was reviewed and reflections were done to consider continued growth moving forward until next year.</p> <p>*Math Specialists provided accelerated instructional support during STAAR review for students in the Economically Disadvantaged Sub Group.</p> <p>*Common Assessments were reviewed and monitored to demonstrate student growth and proficiency.</p>
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Activity 1

Activity	Create a PLC that will research the effectiveness and implementation of Guided Math for every grade level. The team will be vertically aligned and will meet and plan regularly. They will use (Guided Math in Action) as their resource.
Person Responsible	Administrators Math Specialists Special Ed Coordinators Teachers Pre-K - 5th grade
Monitoring Measures	PLC Schedule for planning/meeting Agendas Sign In Sheets
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 8, SWC 9
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	PLC team will implement Learning walks to collect data and identify areas for improvement.
Person Responsible	Administrators Math Specialists Special Ed Coordinators PLC Team Teachers Pre-K - 5th grade

Monitoring Measures	Learning Walks Data Collection
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4, 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 3

Activity	Provide staff development to all teachers monthly during faculty meetings surrounding research and practices reviewed in the resource Guided Math in Action.
Person Responsible	Administrators Math Specialists Special Ed Coordinators PLC Team Teachers Pre-K - 5th grade
Monitoring Measures	Scheduled Faculty Meetings Meeting Agendas Sign In Sheets Staff Development Surveys
Title 1 Fund	Yes
Title 1 Campuses	SWC 4, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	PLC team will review common assessment to monitor student progress with a concentration on Economically Disadvantaged performance.
Person Responsible	Administrators Math Specialists Special Ed Coordinators PLC Team Teachers Pre-K - 5th grade
Monitoring Measures	Common Assessments
Title 1 Fund	Yes
Title 1 Campuses	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 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 : Ineffective monitoring of intervention reports results in some students not receiving optimal learning interventions.

Goal : System Safeguard: Increase overall student performance in the area of reading performance by 4% in STAAR performance. Increase Economically Disadvantaged performance by 1% (Focus School Goal). Special Ed students will increase performance by 1%.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis
Funding Needed	State Compensatory
Timeline for Implementation	August 2017 - May 2018
November Progress Check	<p>*Regular eRTI checks were scheduled on November 7th, 13th, and 14th to monitor student progress toward goals. Reports reviewed with teachers to ensure individual student performance in the areas of Reading and math.</p> <p>*Grade levels have scheduled intervention times for their grade levels for optimum student learning time. Provide supplemental instruction to support student reading performance.</p> <p>*A PLC was created that will increase effectiveness of Guided Reading for every grade level. The Team meets every other week on Tuesdays and incorporate PLC structures to focus on learning goals. Staff Development is also presented at that time on improving Common Assessments, Goal Setting and the PLC Process. The team reviews performance objectives and plan for students that are not meeting goals.</p>
March Progress Check	<p>*Mid Year RTI checks were scheduled on 1/29/2018, 2/02/2018 and on 2/05/2018 to monitor current student performance and determine if they are currently meeting promotional standards for the grade level. Parent letters were sent out to parents if students were not meeting standards. Parents were also invited to attend conferences to review performance and interventions that are in place.</p> <p>*Interventions and current practices were reviewed to support individual student need.</p> <p>* PLC continue to meet every Tuesday. Staff development is embedded in the meetings to support the PLC structure. Grade levels review common assessments and revise instructional goals so that data drives instruction.</p> <p>* 2/28/2018 Science CDB scores were analyzed and reviewed. the Team developed a plan to support struggling students including (eco. dis. and spec ed.) with specifically designed science lab.</p>

June Progress Check	<p>*Placement/Retention Meetings were held on May 3, 4, and 7th. Teachers provided evidence of student interventions and performance.</p> <p>*Supplemental reading interventions were provided to students requiring interventions.</p> <p>*Intervention schedules were adjusted to support students during their ELAR block.</p> <p>*PLC continued for reading which included data review and reflection for continued growth for next year.</p> <p>*Plans and goals were revisited for next year.</p>
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Activity 1

Activity	Schedule regular eRTI checks to monitor student progress toward goals. Review reports with teachers to ensure individual student performance.
Person Responsible	Administrators Reading Specialists Math Specialists Counselors Special Ed Coordinators Teachers Pre-K - 5th grade
Monitoring Measures	Intervention reports: TTM, Lexia, IStation, Imagine, IReady, Open Court
Title 1 Fund	Yes
Title 1 Campuses	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 2

Activity	Grade level will schedule intervention times for their grade levels for optimum student learning time. Provide supplemental instruction to support student reading performance.
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Person Responsible	Administrators Reading Specialists Math Specialists Counselors Special Ed Coordinators Teachers Pre-K - 5th grade
Monitoring Measures	Intervention reports: TTM, Lexia, IStation, Imagine, IReady, Open Court
Title 1 Fund	Yes
Title 1 Campuses	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	Create a PLC that will increase effectiveness of Guided Reading for every grade level. The Team will meet every other week and incorporate PLC structures to focus on learning goals.
Person Responsible	Administrators Reading Specialists Math Specialists Teachers K - 5th grade
Monitoring Measures	Sign In Sheet 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 4

Activity	Analyze Science CDB Data to drive instruction through PLC process.
Person Responsible	Science Facilitator 5th Grade Team Administrator
Monitoring Measures	Science Labs common Assessments
Title 1 Fund	Yes
Title 1 Campuses	SWC 2
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

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

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

Goal 4

Need : Behavior systems still requiring ongoing support. Individual students with behavior problems having significant impact on use of personnel and disrupting class environment.

Goal : Improve behavior interventions through the PBIS PLC structure utilizing best practices for interventions and supports.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis
Funding Needed	State Compensatory
Timeline for Implementation	August 2017 - May 2018
November Progress Check	<p>*A PLC was created that researches the effectiveness and implementation of Positive Behavior Intervention and Support for every grade level. The team is vertically aligned and meets and plans regularly.</p> <p>*PBIS team has not implemented Learning walks to collect data and identify areas for improvement. Although the district specialist does learning walks on campus and provides admin with data collected at that time.</p> <p>*Staff development is provided to all teachers monthly during faculty meetings surrounding research and practices reviewed in writing skills. The following staff development has been presented: Traumatized Kids 10/18/17, PBIS Classroom Matrix 10/09/17, De-Escalation and Review of Discipline Data 10/23/17, Safety Care Techniques 11/06/17</p> <p>*PBIS Team will review discipline data and referrals to monitor effectiveness. PBIS Planning Meeting 09/12/17 and 10/17/17.</p>
March Progress Check	<p>PBIS Team met on 1/31/2018, 2/13/2018, 2/27/2018 to finalize PBIS Handbook and review student goal objectives for behavior.</p> <p>The Team attended the District Showcase to present their work and review work of other schools.</p> <p>PBIS Team presented PLC Handbook and reviewed PLC Survey to staff on 2/28/2018.</p>
June Progress Check	<p>The PBIS Team met on 3/22, 4/19 and 5/17 to review data and plan end of year awards for students. The team will continue to implement PBIS strategies throughout the end of the year.</p> <p>Pillar of Character Ceremonies were held to celebrate and recognize student success.</p>

Activity 1

Activity	Create a PLC that will research the effectiveness and implementation of Positive Behavior Intervention and Support for every grade level. The team will be vertically aligned and will meet and plan regularly. They will use Encouraging Students as their resource.
Person Responsible	Administrators PBIS Team All teachers and staff to include: Pre-K - 5th grade, Special Ed teachers, Instructional Assistants
Monitoring Measures	PBIS Scheduled planning /meetings Agenda Sign In Sheets
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 8, SWC 9
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 2

Activity	PBIS team will implement Learning walks to collect data and identify areas for improvement.
Person Responsible	Administrators PBIS Team All teachers and staff to include: Pre-K - 5th grade, Special Ed teachers, Instructional Assistants
Monitoring Measures	Learning Walks Data collection
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 8
Promote Community Involvement	

Educate Diverse Learners	Objective 3. Implement systems to promote the development of student leadership, critical thinking, and self-management skills.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Provide staff development to all teachers monthly during faculty meetings surrounding research and practices reviewed in writing skills.
Person Responsible	Administrators PBIS Team All teachers and staff to include: Pre-K - 5th grade, Special Ed teachers, Instructional Assistants
Monitoring Measures	Scheduled Faculty Meetings Meeting Agendas Sign In Sheets Staff Development Surveys
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 4, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	PBIS Team will review discipline data and referrals to monitor effectiveness.
Person Responsible	Administrators PBIS Team All teachers and staff to include: Pre-K - 5th grade, Special Ed teachers, Instructional Assistants

Monitoring Measures	Discipline Referrals Discipline by location
Title 1 Fund	Yes
Title 1 Campuses	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 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	Objective 4. Expand comprehensive programs and partnership opportunities that foster classroom innovation that encourages educators to continually enhance student learning.
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	Objective 5. Provide rigorous, complex, and meaningful learning that promotes readiness for post PK-12 experiences.
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	
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Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 3. Implement systems to promote the development of student leadership, critical thinking, and self-management skills.
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	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	

Goal : Promote a healthy lifestyle and health conscious learning opportunities for our students and community.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis
Funding Needed	State Compensatory
Timeline for Implementation	August 2017 - May 2018
November Progress Check	<p>*Promote healthy fundraising alternatives. The campus sponsor a "Walk-A-Thon as a fundraiser and to promote a healthy lifestyle had to be rescheduled to the spring.</p> <p>*The campus will promote a healthy lifestyle by providing a health screening for our students. Hearing and eye exams are scheduled for our students annually. This year they were conducted on 10/20/17.</p> <p>*School-wide learning opportunities for all students to be healthy and active for a lifetime through moderate and vigorous physical activity in physical education every other day and morning recess from 7:25- 7:45a.m.</p> <p>*An Athletic Club was created afterschool. The club provides interest for students in different activities and sportsmanship.</p>
March Progress Check	<p>*The campus completed its Walk-a-thon on 3/6/2018.</p> <p>*Qualifying students attended UIW for free vision screening and glasses on 2/13/2018.</p> <p>*School-wide learning opportunities for all students to be healthy and active for a lifetime through moderate and vigorous physical activity in physical education every other day</p> <p>*An Athletic Club was created afterschool. The club provides interest for students in different activities and sportsmanship. Club meets on Tuesdays, and Thursdays.</p>
June Progress Check	<p>The campus held a Field Day on April 26, 2018</p> <p>School wide learning opportunities for all students to be healthy and active for a lifetime through moderate and vigorous physical activity in physical education.</p> <p>Morning recess was implemented during the first week in April from 7:25a.m. - 7:45a.m.</p>

Activity 1

Activity	Promote healthy fundraising alternatives. The campus will sponsor a "Walk-A-Thon as a fundraiser and to promote a healthy lifestyle.
Person Responsible	PTA Physical Education Teachers Grade Level Teachers Administrators
Monitoring Measures	Fundraiser Report PTA

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 campus will promote a healthy lifestyle by providing a health screening for our students. Hearing and eye exams are scheduled for our students annually.
Person Responsible	School Nurse
Monitoring Measures	Screen reports submitted to the district
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	Provide school-wide learning opportunities for all students to be healthy and active for a lifetime through moderate and vigorous physical activity in physical education.
Person Responsible	Physical education teachers.

Monitoring Measures	Lesson Plans
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Create an Athletic Club afterschool. The club will provide interest for students in different activities and sportsmanship
Person Responsible	Physical education teachers.
Monitoring Measures	Participation in club events and activities.
Title 1 Fund	
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 5

Activity	
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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	