



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

MEADOW VILLAGE ELEMENTARY SCHOOL

2017-2018

OUR MISSION

Together we are successful by providing a safe place where learning never ends.

MEADOW VILLAGE ES

Needs Assessment 2017-2018

Process

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

We began the process by developing our Beliefs, Vision, and Mission as a campus on January 27, 2017. SWOT Analysis was done with all staff on March 3rd. SWOT analysis posters were presented at Faculty Meeting on April 3, to build consensus among staff for priority needs. After consensus building, I met with Bernadette from School Improvement to develop a map of the process in determining campus goals. We met with all staff on April 17, to identify instructional needs of campus improvement. Grade level teams met on May 5th to develop a list of resources that were used for instruction this year and focus on SIP goal attainment by collecting grade level reading and writing data. The leadership team met on May 15th and May 22nd to develop the activities around the priority needs of reading, writing, and math. SIP was presented to faculty on June 2nd to set purpose for summer learning and planning for next 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 type="checkbox"/> Regression graphs	
<input checked="" type="checkbox"/> Student demographics	
<input type="checkbox"/> Special populations enrollment, performance, and LRE	
<input type="checkbox"/> TELPAS	
<input checked="" type="checkbox"/> Promotion/retention (Elementary)	
<input type="checkbox"/> Failure rates (Secondary)	
<input type="checkbox"/> Completion and graduation rates (High School)	
<input type="checkbox"/> SAT/ACT (High School)	
<input type="checkbox"/> AP (High School)	
<input type="checkbox"/> Other	
Findings	<p>90% Eco Dis, 12% Spec Ed, 50% At-Risk</p> <p>STAAR: 3rd grade: Reading 45%, Math 49% 4th grade: Reading 49%, Math 45%, Writing 26% 5th grade: Reading 68%, Math 83%, Science 74%</p> <p>Retention: K-1 1-6 2-1 3-1</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 type="checkbox"/> Grades	
<input checked="" type="checkbox"/> CDBs	
<input type="checkbox"/> Common Assessments	
<input type="checkbox"/> Other	
Findings	Overall student attendance this year was 90.6%. Discipline data indicates that there was a decrease in the number of referrals from last year. Implementation of PBIS has provided supports for teachers in working with significant behaviors. CDB data reviews were held after each benchmark this year to analyze data and plan for areas of concern.

CSF 3: Leadership Effectiveness	
Leadership Effectiveness targets the need for leadership on the campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Providing job-embedded professional development to build capacity of campus leaders is a vital part of this CSF.	
<input checked="" type="checkbox"/> Distribution of leadership and responsibilities	
<input checked="" type="checkbox"/> Decision making structures on the campus	
<input checked="" type="checkbox"/> Teacher input	
<input checked="" type="checkbox"/> Campus goals	
<input 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	Master schedule did not allow for specialist support in all grade levels. Leadership duties were assigned prior to me, and will be distributed differently next year. Development of leadership roles and responsibilities will take place prior to the school year beginning. Decision making structures consist of Operational Leadership team, Instructional Leadership Team, Parental Involvement committee. Campus goals were developed and agreed upon by all staff members this year. Ongoing communication through the principal bulletin and weekly grade level team meetings. Teacher and parent input was provided through the use of surveys.

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	RTI process was restructured based on campus needs and Tier 3 meetings scheduled two days a week. Computer lab was opened in the morning for TTM and Lexia from 7:15-8:00. Specialist support schedule was revised to provide targeted intervention for students in reading and math. Morning Intervention time Tues-Fri from 8:00-8:30, with Class Meetings on Monday 8:00-8:30. After school tutoring provided for 1st-5th grade students in fall and spring.
----------	---

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	CIS- Supports students and families with academics and resources. Works with individual students and groups of students. Parental Involvement committee organized Tailgate night and Hollywood Night. We had Open House, PTA Spring and Fall Musicals, Garden and Gameboard Night. Monthly newsletters were sent out to parents, parents received call outs for campus events. The Meadow Village Neighborhood Association met in the cafeteria once a month to hold their meetings. SAT committee met twice to discuss campus data and goals.
----------	--

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 type="checkbox"/> Parent surveys		
<input type="checkbox"/> Student surveys or panels		
<input type="checkbox"/> Discipline		
<input checked="" type="checkbox"/> Student attendance		
<input checked="" type="checkbox"/> Extra-curricular activities and clubs		
<input type="checkbox"/> Other		
<table border="1"> <tr> <td style="width: 10%;">Findings</td> <td> <p>Belief Vision and Mission development with all staff. Clubs: Solar Cars, Young Astronauts, Garden Club, Choir, Strings, Flight Club, 3D Printing Club Teacher Incentives, such as jeans passes, gift cards, raffles, given to staff for morale Attendance raffles daily for students. Teacher input given on surveys regarding climate, suggestions, and input for grade assignments. OHI survey completed at the beginning of the year to focus on adaptation for changes on campus.</p> <p>90% overall student attendance, 97% overall staff attendance</p> </td> </tr> </table>	Findings	<p>Belief Vision and Mission development with all staff. Clubs: Solar Cars, Young Astronauts, Garden Club, Choir, Strings, Flight Club, 3D Printing Club Teacher Incentives, such as jeans passes, gift cards, raffles, given to staff for morale Attendance raffles daily for students. Teacher input given on surveys regarding climate, suggestions, and input for grade assignments. OHI survey completed at the beginning of the year to focus on adaptation for changes on campus.</p> <p>90% overall student attendance, 97% overall staff attendance</p>
Findings	<p>Belief Vision and Mission development with all staff. Clubs: Solar Cars, Young Astronauts, Garden Club, Choir, Strings, Flight Club, 3D Printing Club Teacher Incentives, such as jeans passes, gift cards, raffles, given to staff for morale Attendance raffles daily for students. Teacher input given on surveys regarding climate, suggestions, and input for grade assignments. OHI survey completed at the beginning of the year to focus on adaptation for changes on campus.</p> <p>90% overall student attendance, 97% overall staff attendance</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 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>97% overall staff attendance</p> <p>3 first year teachers in 4th and 1st grades 3 2nd year teachers 15 3-5 years experience 20 5 or more years of experience Class sizes were on average 20 students, no more than 22 at a given time.</p> <p>Wednesday planning weekly after school with high attendance by teachers and specialists. Planning consisted of unwrapping TEKS and unit planning during data reviews and after school.</p> <p>PD Grammar Matters-4th grade PD provided C&I Jeff Anderson-4th grade PD provided by Reading Specialists Math Structures-3rd grade Training provided by C&I Campus reading training given by campus literacy leaders</p>
-----------------	--

Priority Needs

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

Priority Need 1

Low reading comprehension for all students.

- CSF 1 Academic Performance
- CSF 2 Use of Quality Data to Drive Instruction
- CSF 3 Leadership Effectiveness
- CSF 4 Increased Learning Time
- CSF 5 Family and Community Engagement
- CSF 6 School Climate
- CSF 7 Teacher Quality

Priority Need 2

Inadequate student writing skills.

- CSF 1 Academic Performance
- CSF 2 Use of Quality Data to Drive Instruction
- CSF 3 Leadership Effectiveness
- CSF 4 Increased Learning Time
- CSF 5 Family and Community Engagement
- CSF 6 School Climate
- CSF 7 Teacher Quality

Priority Need 3

Campus wide problem solving protocol and Daily Guided Math Implementation

- CSF 1 Academic Performance
- CSF 2 Use of Quality Data to Drive Instruction
- CSF 7 Teacher Quality

Campus: MEADOW VILLAGE ES

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 06/22/2017

SAT Member	Name	Signature
Principal	Jennifer Escamilla	
Parent Community Representative	Joyce Quintanilla	
Staff Representative	Renee Howard	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Kevia Bell	Staff Member
Melissa Garza	Parent
Cory Green	Community Member
Christine Howell	Staff Member
Connie Flores	Staff Member
Stephanie Jones	Staff Member
Debra Marshall	Staff Member
Joyce Quintanilla	Staff Member
Jennifer Escamilla	Principal

CAMPUS: MEADOW VILLAGE 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	Gradebook Training TSS, PLC Training	Curriculum	Teachers	All	Title 1, Local	6
08/22/2017	08/23/2017	Guided Reading 3-5, K-2	Curriculum	Teachers	All	Title I, Local	6
08/23/2017	08/24/2017	Admin Overview, TTESS Refresher	Instruction	Teachers	All	Title I, Local	6
10/09/2017		PLC and Guided Reading	Instruction	Teachers	All	Title I, Local	6
11/20/2017		Data Review/Planning	Collaboration	Teachers	All	Local	6
11/21/2017		Data Review/Planning	Collaboration	Teachers	All	Local	6
02/19/2018		PLC and Guided Reading	Instruction	Teachers	All	Local, Title I	6

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	63%	26%	66%	74%	76%	54%	27%	12%	65%
African-American	60%	33%	63%	62%	72%	55%	23%	18%	65%
Hispanic	64%	27%	68%	70%	74%	54%	25%	11%	64%
White	56%	17%	60%	84%	86%	47%	37%	26%	57%
Economically Disadvantaged	62%	25%	65%	66%	68%	49%	24%	11%	60%
Special Education	39%	24%	44%	44%	48%	41%	27%	2%	50%
At-Risk	52%	16%	56%	58%	58%	39%	12%	3%	50%
Limited English Proficient	40%	0%	45%	62%	63%	100%	50%	0%	100%
Asian	N/A	N/A	N/A	89%	78%	N/A	N/A	N/A	N/A
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	33%	0%	36%	80%	87%	67%	67%	17%	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	46%	12%	49%	64%	62%	27%	9%	3%	57%
African-American	33%	33%	35%	53%	56%	22%	22%	0%	40%
Hispanic	48%	10%	52%	60%	59%	28%	8%	3%	58%
White	20%	0%	23%	72%	73%	29%	0%	0%	59%
Economically Disadvantaged	49%	12%	55%	56%	52%	25%	8%	3%	55%

Special Education	0%	0%	5%	33%	32%	6%	6%	0%	36%
At-Risk	24%	5%	28%	44%	37%	9%	1%	0%	39%
Limited English Proficient	0%	0%	5%	54%	49%	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	85%	72%	N/A	N/A	N/A	N/A
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%	100%	100%	70%	76%	0%	0%	0%	30%

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	61%	25%	65%	79%	80%	58%	26%	6%	68%
African-American	53%	33%	57%	66%	72%	64%	36%	14%	74%
Hispanic	62%	25%	66%	77%	78%	57%	22%	4%	67%
White	61%	22%	65%	87%	88%	53%	26%	16%	63%
Economically Disadvantaged	59%	23%	64%	73%	73%	55%	23%	6%	65%
Special Education	47%	18%	50%	53%	56%	48%	30%	7%	58%
At-Risk	52%	15%	56%	67%	65%	44%	12%	3%	54%
Limited English Proficient	40%	20%	44%	73%	72%	50%	50%	0%	60%
Asian	N/A	N/A	N/A	94%	86%	N/A	N/A	N/A	N/A
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	33%	33%	36%	82%	89%	67%	67%	17%	77%

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	63%	29%	66%	73%	76%	74%	36%	18%	80%
African-American	57%	14%	60%	59%	68%	50%	17%	0%	60%
Hispanic	61%	30%	65%	68%	73%	75%	34%	16%	80%
White	100%	33%	100%	84%	87%	100%	100%	50%	100%
Economically Disadvantaged	63%	28%	66%	65%	67%	70%	32%	15%	80%
Special Education	40%	30%	43%	44%	46%	54%	31%	15%	60%
At-Risk	53%	19%	57%	56%	59%	67%	28%	9%	77%
Limited English Proficient	0%	0%	5%	57%	58%	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	89%	75%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	N/A	73%	60%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	93%	N/A	N/A	N/A	N/A
Two or More	N/A	N/A	N/A	81%	86%	100%	100%	100%	100%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	94.7%	96%
African-American	95.4%	95.8%	95%	96%
Hispanic	95.6%	95%	94.6%	96%
White	96%	95.8%	95.1%	96%
Economically Disadvantaged	95.4%	94.4%	94.1%	96%
Special Education	94.5%	93.9%	93.7%	95%
Limited English Proficient	96.4%	95.8%	96.3%	97%
Asian	97.8%	96.8%	95.8%	97%
American Indian	95.3%	95.2%	80.1%	85%
Hawaiian Pacific Islander	95.5%	96.1%	97.5%	98%
Two or More	95.9%	96%	95.2%	96%

RETENTION

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

% of Students Retained	0.98%	1.37%	0.75%
------------------------	-------	-------	-------

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : Low reading comprehension for all students.

Goal : System Safeguards: Increase student reading performance by 10% as measured by 2017-2018 STAAR Reading data.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, State Compensatory
Timeline for Implementation	2017-2018
November Progress Check	<ul style="list-style-type: none"> * Cadres meet the 3rd Monday of the month from 3:15-4:30 to vertically collaborate using student work. * Tuesday Planning PLC weekly with support from campus and district specialist * Specialists provide ongoing modeling and coaching with teachers. Support specialists schedule created to support student needs in the classroom. * Friday Reading Inspired meetings held to discuss grade level data, professional learning for Guided Reading. * Common assessments are developed by each grade level and campus specialists to monitor and track growth. * Guided Reading PD provided August 2017 and October 11th. *We still need to develop the feedback form for teachers.

<p>March Progress Check</p>	<p>Mid Year STAT Review progress monitored Reading Goal: What are the strengths among the essential activities of your current School Improvement Plan? Established Cadre- Monthly Meetings, Focus on Vertical Alignment Frameworks- Clear Understanding PLC Model- Collaboration: Planning, Assessment, Grade Level Alignment Friday Meetings- Reading Specialist more accessible Goal Setting in formative assessments Push In- Increase in small group instruction (Special Education).</p> <p>Where is there room to deepen essential activities within your current School Improvement Plan? Guided Reading- Next Generation: Who's Doing the Work? Guided Reading- More Feedback and Training Creating Common Assessments with Team Implementing Common Assessments into PLC Structure before mapping/planning Model Teaching (Schedule, Rotation)</p> <p>Based on your current state, what are some next steps you can take to deepen your progress toward your goals? Establish protocols focused on question 1 and 2 of PLC process. Create 1 assessment per unit focused on the process of creating Specialist work with district support to build support of assessment process and identify resources.</p> <p>What needs to be done to complete these goals? By when? Add question 2 to protocols Time keeper responsible for assessment and mapping goals March 9th Teams Feb 13th and 20th Specialists</p> <p>Who must be involved? All Teachers Literacy Leaders Central Office Specialists</p> <p>How and when will we monitor progress? When: By April 6th or next Leadership/Cadre Meeting How: Common Assessments in Lesson Plans, Review Assessments by April 16th</p>
-----------------------------	--

June Progress Check	<p>Ongoing work continued in Guided Reading with an emphasis on Next Generation and Who's Doing the Work? Teachers who needed more coaching and modeling were supported by the Literacy Specialists in the classroom. Ongoing PD was provided during our Friday content meetings and Cadre meetings. Teachers continued planning using the PLC model with campus and district specialists every Tuesday after school. The use of common assessments increased following campus training in April. Ongoing data collection and usage of classroom data increased with all grade levels and will continue next year with common assessments.</p> <p>Campus Reading Data from STAAR 2017-2018 3rd grade- 62% 4th grade- 44% 5th grade-73% Overall average: 59%</p> <p>IRI Levels EOY Kinder- 54% Level C 1st- 52% Level I 2nd- 62% Level M 3rd- 68% Level P 4th- 77% Level S 5th- 46% Level V</p>
---------------------	--

Activity 1

Activity	System Safeguards: Create a reading committee to Design and Share grade level specific frameworks for Reading prior to school year that will outline campus expectations for instruction, planning using PLC Model, assessment, and address individualized student needs for Special Education and ELL.
Person Responsible	Reading Specialist, Teachers, Administration, Reading Committee
Monitoring Measures	Reading frameworks, lesson plans, observations, grade level meetings, agendas
Title 1 Fund	Yes
Title 1 Campuses	
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 2

Activity	Activity 2 - Train all staff on guided reading to develop common understanding and Meadow Village practices, to include follow up/refresher training throughout year that adjust to campus needs based on feedback to specialist. District support specialist for Spec Ed supports guided reading instruction with collaborative teachers.
Person Responsible	Administration
Monitoring Measures	Training Dates on Master calendar, sign in sheets, specialists and teacher feedback
Title 1 Fund	Yes
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 3

Activity	Activity 3 -Reading Specialists will support and monitor guided reading implementation campus wide by providing feedback to teachers and administration every two weeks to support teacher progress and growth and student learning.
Person Responsible	Administration, Reading Specialists, Classroom teachers.
Monitoring Measures	Feedback forms indicating dates of feedback and plan for support and growth
Title 1 Fund	Yes
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 4

Activity	Activity 4 -Reading specialists will meet with grade level teams monthly to offer follow up strategies for guided reading implementation; create common assessments in collaboration with grade level teams; review data from common assessments to guide and adjust instruction; coach teachers in implementation of guided reading; model teaching as needed. Special Ed IST supports development of accommodations and modifications for common assessments.
Person Responsible	Reading Specialist and Grade Level Teams
Monitoring Measures	Common assessments, common assessment data, strategies given during planning sessions, lesson plans
Title 1 Fund	Yes
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 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 : Inadequate student writing skills.

Goal : MVE will implement Writer's Workshop K-5 to increase student writing performance by 30% as measured by 2017 STAAR Writing data.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, State Compensatory
Timeline for Implementation	2017-2018
November Progress Check	<ul style="list-style-type: none"> * Cadres meet the 3rd Monday of the month from 3:15-4:30 to vertically collaborate using student work. * Tuesday Planning PLC weekly with support from campus and district specialist * Specialists provide ongoing modeling and coaching with teachers. Support specialists schedule created to support student needs in the classroom. * Friday Reading Inspired meetings held to discuss grade level data, professional learning for Guided Reading. * Common assessments are developed by each grade level and campus specialists to monitor and track growth. * Guided Reading PD provided August 2017 and October 11th. *We still need to develop the feedback form for teachers.

<p>March Progress Check</p>	<p>Writing:</p> <p>What are the strengths among the essential activities of your current School Improvement Plan?</p> <p>Rubrics Vertical Alignment Writing Cadre Data Analysis used to plan Reading Specialist Support (Coaching)</p> <p>Where is there room to deepen essential activities within your current School Improvement Plan?</p> <p>Data Analysis from Writing Samples. Move towards teacher created rubrics for each unit.</p> <p>Based on your current state, what are some next steps you can take to deepen your progress toward your goals?</p> <p>Look at KUD's during PLC to create a rubric for the Writing Unit. Meet with Specialists and Grade Level Teams to look at Writing Sample Data to create a rubric based on student needs (MOY). Meet with your team to collaborate and share ideas on strategies that are working. (Use conferring notes, writing samples).</p> <p>What needs to be done to complete these goals? By when?</p> <p>Schedule a Writing Rocks Meeting dedicated to rubrics. (By Feb. 23rd) Look at KUD's for upcoming unit. Look at data analysis for re-engagement. 4th grade only to this point</p> <p>Who must be involved?</p> <p>Reading Specialists Grade Level Teachers</p> <p>How and when will we monitor progress?</p> <p>Schedule a Writing Rocks Meeting</p>
-----------------------------	--

June Progress Check	Writing STAAR Data 2017-2018								
	32%								
	Writing Sample Scores								
	Writing				End of Year				
	Middle of Year								
	Grade Level	Score 1	Score 2	Score 3	Score 4	Score 1	Score 2	Score 3	Score 4
	Kinder		14%	46%	32%	7%			
	1st	39%	41%	20%	0%	23%	31%	33%	15%
	2nd	39%	41%	18%	1%	30%	35%	31%	4%
	3rd	30%	49%	21%	0%	26%	39%	27%	9%
4th	26%	36%	32%	1%	15%	35%	34%	16%	
5th	24%	36%	31%	10%	8%	23%	46%	23%	
Writing (Revise and Edit M/C)									
Grade Level	STAAR 2017	Checkpoints	CDB	Mock					
4th	27%	37%	40%	37%					
<p>PLC Planning continued with all grade levels with support from C&I Instructional Specialists and campus Literacy Leaders. Writing rubrics were developed with each grade level and feedback provided in the writing cadre will guide next level of work with rubrics aligned to TEKS as opposed to Genre. Each teacher received Patterns of Power resource to use and PD was provided on using Mentor Sentences in Daily Writing instruction. Feedback for teachers was given during coaching sessions with individual teachers. Ongoing work in the area of planning using student data continues in all grade levels.</p>									

Activity 1

Activity	Activity 1-Create a writing committee to design and share customized grade level specific frameworks for Writer's Workshop, including, procedures for planning using PLC model, drafting, revising, editing, and publishing their writing in order to implement Writer's Workshop campus-wide with fidelity.
Person Responsible	Writing committee, Administration
Monitoring Measures	Writing Framework, Lesson Plans, Agendas

Title 1 Fund	Yes
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 2

Activity	Activity 2 -Utilize NISD writing rubric(2-5) and campus created rubric (K-1) to monitor student writing growth and develop a system of calibrating student writing samples within the grade level team and vertically among all grade levels to promote shared understanding of the writing process campus-wide. BOY,MOY,EOY
Person Responsible	Teachers, Administrators, Specialists
Monitoring Measures	rubrics, collections of writing samples
Title 1 Fund	
Title 1 Campuses	
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	Activity 3 - Train all staff on best practices in writing to establish roles, responsibilities, and campus expectations for implementation and provide resources, vertical alignment, and modeling by trained teachers to implement writing frameworks campus-wide. Reading Specialists will meet with all grade levels monthly to support Writing instructions using the PLC model.
Person Responsible	Specialists, administration, teachers
Monitoring Measures	Sign in sheets from PD, PD outline, observations
Title 1 Fund	Yes
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 4

Activity	Reading Specialists will monitor and support Writer's Workshop implementation campus wide by providing feedback to teachers and administration every two-three weeks to support teacher progress and growth and student learning.
Person Responsible	Reading Specialists, Administration
Monitoring Measures	Specialists and teacher feedback
Title 1 Fund	Yes
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	
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 : Campus wide problem solving protocol and Daily Guided Math Implementation

Goal : Increase STAAR Math performance by 10% as measured by 2017-2018 STAAR Math Data.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, ELL
Funding Needed	Local, State Compensatory

Timeline for Implementation	2017-2018 School Year
November Progress Check	<ul style="list-style-type: none"> * Problem Solving Model- trained all staff campus wide * Ongoing use of manipulatives in all classrooms *Data tracking sheet developed to target grade level TEKS using common assessments and campus checkpoints. * Math Instructional Framework was introduced and training was provided for each grade level to outline specific time for problem solving, RR, and Guided Math. * Math specialists support classroom teachers using a push-in model and student support was targeted during intervention times.
March Progress Check	<p>Math:</p> <p>What are the strengths among the essential activities of your current School Improvement Plan? Collaboration of all staff which include teachers, specialists, and admin to support Math goal. A consistent instructional framework exists in all grade levels (Math Block). Cadre decisions making involves all grade levels, Math Specialists, admin to ensure alignment of instructional frameworks. Vertically aligned, uniform system of problem solving implemented. The process of developing systems and training the staff (how to implement in every classroom).</p> <p>Where is there room to deepen essential activities within your current School Improvement Plan? Ways to provide feedback to classroom teachers by Specialists, routinely. Monitoring of campus initiatives Follow up of feedback for teachers Support for new or struggling teachers (follow up, refreshers, trainings)</p> <p>Based on your current state, what are some next steps you can take to deepen your progress toward your goals? Schedule (in person) meetings with staff to provide feedback (5-10 min). Create a protocol for providing routine feedback to all teachers Design an accountability measure to follow up on feedback</p> <p>What needs to be done to complete these goals? By when? Protocol- End of March Identify scheduled times to meet with teachers (end of March)</p> <p>Who must be involved? Math Specialists Grade Level Teachers Admin Math IST</p> <p>How and when will we monitor progress? Identify trends and patterns based on feedback to drive focus of Math inspired meetings (March/April)</p>

June Progress Check	STAAR Data 2017-2018						
	3rd- 62%						
	4th- 56%						
	5th- 81%						
	Overall- 66%						
	Baseline		Current Year				
	Grade Level	Previous Year	STAAR/CDB	Universal Screener	Checkpoints 1st semester	January CDB	
		Checkpoints 2nd semester	Mock STAAR	2017/18 STAAR			
	Kinder	98%	100%				
	1st	91%	89%	88%			
2nd	72%	78%	38%	69%			
3rd	62%	56%	58%	27%	80%	56%	
4th	55%	43%	71%	34%	67%		
5th	46%	41%	77%	38%	91%	74%	
<p>Ongoing support from Campus Math Specialists continued with all grade levels during PLC planning, Friday Math Inspired Meetings, and Math Cadre meetings held once a month. Feedback was given to teachers during planning meetings and individual coaching meetings. Protocols for providing feedback were established and a plan for feedback will continue into next year. Ongoing emphasis on problem solving and recursive review specifically for Math Action Wall in K-2nd will be a priority. Manipulative usage in the classrooms has increased and math scores are showing an improvement in instructional practices to target student needs.</p>							

Activity 1

Activity	Create a math committee to design and share grade level specific frameworks for Guided Math and problem solving prior to school year that will outline campus expectations for instruction, planning, assessment, and address individualized student needs for Special Education.
Person Responsible	Math specialists, teachers, administration
Monitoring Measures	Agendas from planning, lesson plans, observations, Math frameworks
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	Train all staff on math Instructional Frameworks and problem solving to develop common understanding of Meadow Village practices, to include follow up/refreshers training throughout year that adjust to campus needs based on feedback to specialist.
Person Responsible	Math Specialists
Monitoring Measures	Feedback from specialists, walkthroughs, sign in sheets
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	**Math Specialists will monitor guided math implementation campus wide and provide feedback to teachers and administration every two weeks to support teacher progress and growth
Person Responsible	Teachers, Specialists, Admin
Monitoring Measures	Feedback form indicating dates of feedback and plan for support and growth.

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

Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Activity	**Implement a uniformed system for Problem solving across grade levels to ensure same system is used campus-wide for students to build upon their learning from year to year.
Person Responsible	Math specialists, teachers
Monitoring Measures	walkthroughs, planning sessions, strategies given during planning, lesson plans, common assessments
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
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 :

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 : 70% of students will be in the healthy fitness zone by the end of the Spring Fitness gram test:

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	School year 2017-2018
November Progress Check	We are planning for the spring to hold these events.
March Progress Check	Heroes for Health was completed. Field Day is scheduled in May. Jump Rope for Heart is in process.
June Progress Check	Continue to emphasize healthy lifestyles with our students. Data will be collected by our PE coach this year to determine increase of student success on the Fitness Gram.

Activity 1

Activity	Heroes for Health pep rally
Person Responsible	Coaches, Admin, Safety Patrols
Monitoring Measures	Calendar date
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 3. Establish and expand initiatives that promote effective community relations and meaningful two-way communication with all stakeholders.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Go Kids Challenge
Person Responsible	Coaches, Admin
Monitoring Measures	Brochures sent to parents, participation log of students
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Field Day
Person Responsible	Coaches, Admin, Teachers
Monitoring Measures	Calendar dates, flyers
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 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	