



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

MICHAEL ELEMENTARY SCHOOL 2017-2018

OUR MISSION

SIP 17-18

MICHAEL ES

Needs Assessment 2017-2018

Process

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

Met with Bernadette on May 1st to talk about data needed for SWAT on May 5th with the whole staff. On May 5th 5 posters were posted around the cafeteria, topics: writing, closing the gap in performance, data to guide instruction, PLC and attendance. The staff was put into vertical teams and given 20 mins at each area to look at the data and record weaknesses after looking at the data. Then each vertical team was given 4 different colored dots so that they could build consensus around the problem statement at each poster. After the problem statement was identified, we developed a Root Causes Analysis, focusing on the cause for each problem statement. The one area that the staff couldn't find a problem statement on was the closing the gap in performance because the findings were all over the place and staff had trouble looking at the data. On May 15th the team leaders met to go over the data with admin. We looked at TRPI data, STAAR data, student reading levels, placement/retention numbers per grade, CDB data per grade level and subject. As we progressed through the root cause analysis, team leaders didn't believe that the TPRI data was a true reflection. We continued this discussion at the Team Leader meeting on May 22nd. We revisited the root cause and discovered through collaboration and discussion that the students were not progressing in reading levels, or on TPRI or showing growth from progress measure data on STAAR. Continuing on, we discussed strategies that would effectively address the root cause. We agreed that the teachers struggled with guided reading and guided math. Our staff would benefit from additional staff development in these areas.

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	<ul style="list-style-type: none"> *students who have been identified as special education, hispanic or at risk are not performing as well *in 5th grade more students passed the math STAAR and made progress measure. *in 5th grade more students failed the reading STAAR and didn't make progress measure. *Increase in special ed students passing the STAAR reading and math test in 5th *Special ed students in 4th didn't pass either reading or math but made progress measure. *3rd STAAR math went up from last year *The following sub groups: at risk, Hispanic and special education are lower performing sub groups. *There is a larger number of students in 1st grade who are SD on the TPRI *There are a more students being placed from 1st to second grade *Fewer observations of student led learning *Guided reading is not rigorous enough and not happening with fidelity *3rd grade has the most students not on reading level 51 students *MOst students below reading level are behind by 1 level and aren't getting effective instruction to continue growth *Phonics intervention and instruction needed for the upper grades *Modeled and co-teach lessons in the different writing genres for grades K-5 *53% on STAAR Writing *The rubric made up from the essential writing TEKS was not scored universally across the grade levels. *There is a lack of complex sentence structures in student writing. *Poor oral language development is reflected in student writing pieces *Students k-5th need to be working on revising and editing weekly. *Lack of student vocabulary *Spelling due to lack of phonics instruction
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CSF 2: Use of Quality Data to Drive Instruction

Use of Quality Data to Drive Instruction emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used. It is not only the use of data to drive instructional decision making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.

Student attendance

Discipline

Grades

CDBs

Common Assessments

Other

Findings	<ul style="list-style-type: none"> *each grade level gave common assessments in reading and math this school year *TPRI data in 1st and 2nd shows a class of students still developing *CDB data showed growth from last year *3rd STAAR shows growth in Math *4th STAAR dropped in reading, math and writing *5th STAAR showed growth in Math *5th STAAR reading dropped and shows less students making progress measure *Use od IRI and RR to guided small group reading instruction
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CSF 3: Leadership Effectiveness

Leadership Effectiveness targets the need for leadership on the campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Providing job-embedded professional development to build capacity of campus leaders is a vital part of this CSF.

Distribution of leadership and responsibilities

Decision making structures on the campus

Teacher input

Campus goals

Monitoring of teacher performance; feedback to staff

Communication

Master schedule

Teacher and parent surveys

Other OHI

Findings	*Decisions made on campus are adult centered not student centered *Lack of Communication is an area to work on *Staff not knowing campus goals *
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CSF 4: Increased Learning Time

Increased Learning Time necessitates flexible scheduling that allows time for additional instructional minutes, enrichment activities and staff collaborative planning time. Increased Learning Time necessitates strategies that maximize the number of sustained, engaging instructional minutes that must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, using time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers that continuously strengthen instructional practices. This CSF confirms, as a requisite, an instructionally focused calendar.

Response to Intervention

Interventions implementation and effectiveness

Student identification for increased learning time

Tutorials

Other

Findings	*Data days for CDB data and TPRI data
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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 type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	
Findings	<p>*Greater number of families came to the Welcome Back night that in years past.</p> <p>*Science and Innovator night had the less participants this year.</p>

CSF 6: School Climate	
School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.	
<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>*Mondays (9/26-52, 2/27-102, 4/10-64) and Fridays their is a higher percentage of absences</p> <p>*After school holidays there is a higher percentage of absences: Jan. 2nd had 100 absences</p> <p>*The students in older grades have a higher percentage of attendance</p> <p>*Sub groups with lowest attendance Asian/ pacific islander and PreK students</p> <p>*Percentage of student referrals goes up after February</p> <p>*Additional staff development in the area of handling discipline is needed.</p> <p>*PBIS is not being used by all staff members</p> <p>*With implementation of cafeteria incentive students have done better in the cafeteria</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
*

Priority Needs

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

Priority Need 1

- *not all teams are breaking down the TEKS
- *teachers need to re-teach till students have mastered the essential TEKS
- *use of common assessments to guide instruction: enrichment, intervention
- *DI for enrichment and struggling learners
- *intervention that is TEK by TEK, student by student
- *intervention that is changed as we look at new data

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

Priority Need 2

- *Modeled and co-teach lessons in the different writing genres for grades K-5
- *The rubric made up from the essential writing TEKS was not scored universally across the grade levels.
- *There is a lack of complex sentence structures in student writing.
- *Students k-5th need to be working on revising and editing weekly.
- *Lack of student vocabulary
- *Spelling due to lack of phonics instruction

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

Priority Need 3

- *Making sure K, 1st and 2nd grade students are developed on the TPRI.
- *Students leaving K, 1st and 2nd are reading on level.
- *Effective and rigorous guided reading and math instruction done with fidelity.
- *Phonics intervention and instruction needed for the upper grades
- *Math skills are taught through problem solving.

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

Priority Need 4

*Mondays (9/26-52, 2/27-102, 4/10-64) and Fridays there is a higher percentage of absences
*After school holidays there is a higher percentage of absences: Jan. 2nd had 100 absences
*The students in older grades have a higher percentage of attendance
*Sub groups with lowest attendance Asian/ pacific islander and PreK students
*Percentage of student referrals goes up after February
*

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 5

*Students are performing low on CDBs
*Students can do calculation of skills in isolation but struggle with problem solving.

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

Campus: MICHAEL ES

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 04/19/2017

SAT Member	Name	Signature
Principal	Melissa Lopez	
Parent Community Representative	Alex Kyle	
Staff Representative	Victoria Clay	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Yaleen christensen	Staff Member
Jessica Marrufo	Staff Member
Kristi Meek	Staff Member
Kathy Miller	Staff Member
David Romero	Staff Member
Michelle Mueller	Staff Member
April Vidal	Staff Member

CAMPUS: MICHAEL 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		PLC	Collaboration	Staff	all students		6
08/22/2017		Student Ownership/ Data Binders/ Common Assessments	Assessment	Staff	All students		6
08/23/2017		Breaking Down TEKS/ Essential Standards	Instruction	Staff	All students		6
10/09/2017		PLC- Common Assessments	Assessment	Staff	All students		6
11/20/2017		Teacher Choice	Instruction	Staff	All students		6
11/21/2017		Teacher Choice	Instruction	Staff	All students		6
02/19/2018		Student Discipline	Classroom Management	Staff	All students		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	70%	29%	86%	74%	76%	64%	31%	17%	65%
African-American	79%	35%	86%	62%	72%	69%	33%	10%	70%
Hispanic	68%	27%	86%	70%	74%	63%	30%	17%	65%
White	63%	29%	88%	84%	86%	78%	35%	26%	79%
Economically Disadvantaged	66%	27%	86%	66%	68%	62%	30%	16%	65%
Special Education	40%	15%	80%	44%	48%	42%	20%	7%	45%
At-Risk	50%	10%	80%	58%	58%	46%	14%	6%	50%
Limited English Proficient	57%	14%	85%	62%	63%	55%	9%	0%	56%
Asian	100%	50%	95%	89%	78%	100%	0%	0%	80%
American Indian	0%	0%	80%	73%	58%	0%	0%	0%	0%
Hawaiian Pacific Islander	100%	100%	92%	75%	71%	50%	50%	50%	55%
Two or More	90%	70%	92%	80%	87%	71%	57%	29%	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%	18%	66%	64%	62%	45%	11%	3%	50%
African-American	67%	22%	70%	53%	56%	36%	7%	0%	40%
Hispanic	42%	15%	63%	60%	59%	48%	11%	3%	50%
White	29%	0%	66%	72%	73%	17%	17%	0%	25%
Economically Disadvantaged	46%	17%	66%	56%	52%	42%	11%	3%	45%

Special Education	29%	14%	60%	33%	32%	14%	7%	0%	20%
At-Risk	22%	6%	60%	44%	37%	26%	3%	0%	30%
Limited English Proficient	0%	0%	60%	54%	49%	0%	0%	0%	50%
Asian	N/A	N/A	75%	85%	72%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	70%	61%	71%	0%	0%	0%	N/A
Hawaiian Pacific Islander	100%	100%	95%	67%	50%	N/A	N/A	N/A	N/A
Two or More	100%	75%	95%	70%	76%	50%	0%	0%	55%

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	Approaches Standard	Approaches Standard	
All Students	68%	29%	68%	79%	80%	71%	36%	17%	75%
African-American	74%	32%	75%	66%	72%	67%	31%	15%	70%
Hispanic	67%	29%	70%	77%	78%	71%	36%	18%	75%
White	67%	4%	70%	87%	88%	78%	30%	13%	80%
Economically Disadvantaged	67%	27%	70%	73%	73%	69%	34%	14%	72%
Special Education	39%	15%	66%	53%	56%	44%	20%	4%	50%
At-Risk	49%	8%	66%	67%	65%	54%	18%	5%	60%
Limited English Proficient	43%	29%	66%	73%	72%	64%	36%	9%	63%
Asian	100%	50%	95%	94%	86%	100%	100%	0%	100%
American Indian	0%	0%	N/A	78%	77%	0%	0%	0%	N/A
Hawaiian Pacific Islander	100%	100%	95%	80%	78%	50%	50%	50%	55%
Two or More	90%	50%	95%	82%	89%	71%	43%	14%	75%

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	Approaches Standard	Approaches Standard	

All Students	57%	14%	60%	73%	76%	53%	25%	5%	55%
African-American	50%	17%	60%	59%	68%	50%	20%	10%	55%
Hispanic	57%	15%	62%	68%	73%	52%	26%	4%	55%
White	50%	8%	60%	84%	87%	50%	0%	0%	55%
Economically Disadvantaged	57%	11%	62%	65%	67%	53%	23%	5%	55%
Special Education	27%	7%	60%	44%	46%	35%	29%	0%	40%
At-Risk	32%	3%	60%	56%	59%	39%	11%	1%	45%
Limited English Proficient	N/A	N/A	70%	57%	58%	67%	33%	0%	70%
Asian	50%	0%	70%	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	100%	0%	95%	75%	93%	100%	100%	100%	100%
Two or More	100%	25%	95%	81%	86%	100%	50%	0%	100%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	94.9%	96%
African-American	95.4%	95.8%	96.2%	96%
Hispanic	95.6%	95%	94.8%	96%
White	96%	95.8%	94%	96%
Economically Disadvantaged	95.4%	94.4%	94.5%	96%
Special Education	94.5%	93.9%	93.3%	96%
Limited English Proficient	96.4%	95.8%	96.5%	96%
Asian	97.8%	96.8%	96.1%	96%
American Indian	95.3%	95.2%	95.3%	96%
Hawaiian Pacific Islander	95.5%	96.1%	93.4%	96%
Two or More	95.9%	96%	96.8%	96%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	1.06%	0.98%
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17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need :

- *not all teams are breaking down the TEKS
- *teachers need to re-teach till students have mastered the essential TEKS
- *use of common assessments to guide instruction: enrichment, intervention
- *DI for enrichment and struggling learners
- *intervention that is TEK by TEK, student by student
- *intervention that is changed as we look at new data

Goal : 100% of the teachers will use common assessments in reading and math to drive instruction so that 75% of students are meeting grade level expectations at the end of the school year.

Goal Details

Student Groups Impacted	All Students, African American, Special Education, At Risk, Eco-Dis, Hispanic, Homeless
Funding Needed	Local, State Compensatory
Timeline for Implementation	17-18 school year
November Progress Check	Held common assessment/ breaking down TEKS staff development on Oct 9th with Susannah O'Bara from Solution Tree. Common Assessments to date 5 created and given 1st- 5th in math and reading K- 2 common assessments. Academic Specialists staff development on GR and GM with grades K- 5th TPRI, IRI, and common assessments are used to group kids in reading morning interventions and math interventions throughout the day.
March Progress Check	Held DATA review mtgs after each CDB for 2nd -5th Held Data review mtgs for TPRI After each data mtg students were regrouped for intervention in math and reading.

June Progress Check	71% percent of students on or above reading level STAAR 5th Scores Math 81% and Reading 96% 3rd-5th did Mock STAAR common assessments and regrouped for interventions.
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Activity 1

Activity	Staff development on breaking down TEKS and common assessments.
Person Responsible	Admin, academic specialists, classroom teachers
Monitoring Measures	data mtgs student growth and mastery on TEKS Common assessments
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Teachers will break down TEKS and decide on learning targets for students. Teachers will then create pre and post common assessments based on learning targets to evaluate the levels of each student.
Person Responsible	Classroom teachers Admin specialists
Monitoring Measures	Common Assessments eRti Students on level Data from interventions
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 5, SWC 8, SWC 9

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

Activity 3

Activity	Teachers will meet with student in guided reading (phonics) and math (problem solving) groups with fidelity to close the gap on all students based on results from common assessments.
Person Responsible	classroom teachers specialists admin
Monitoring Measures	TPRI data RR and IRI Common assessments CDB
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 5, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Teachers will use common assessments to continuously regroup students in interventions according to their needs throughout the school year.
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Person Responsible	Classrooms teachers Specialists Admin
Monitoring Measures	eRTi data from interventions data from common assessments
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 5, SWC 8, SWC 9
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 : *Modeled and co-teach lessons in the different writing genres for grades K-5
 *The rubric made up from the essential writing TEKS was not scored universally across the grade levels.
 *There is a lack of complex sentence structures in student writing.
 *Students k-5th need to be working on revising and editing weekly.
 *Lack of student vocabulary
 *Spelling due to lack of phonics instruction

Goal : 55% of 4th grade students will be at approaches or higher on the STAAR test in April.

Goal Details

Student Groups Impacted	All Students, African American, Special Education, At Risk, Eco-Dis, White, Hispanic, Homeless
Funding Needed	Local, Other
Timeline for Implementation	17-18 school year
November Progress Check	Writing specialist worked on coaching and modeling with all new teachers and new to Michael teachers. Writing specialist does model lessons on a rotation bases with K- 5th teachers. Reading and Writing specialists have done staff development Day 5 to use authentic literature in their lessons. 1st Academic night Oct 19th included writing activities
March Progress Check	Writing specialist started video lessons that when out to all grade levels. Each grade did a MOY writing sample.
June Progress Check	Waiting on STAAR test results

Activity 1

Activity	Teachers will have staff development in the areas of conferencing with students to address sentence structure, spelling, vocabulary, revising and editing.
Person Responsible	writing AST classroom teachers admin

Monitoring Measures	BOY, MOY and EOY campus writing samples Writing common assessments Observations Writing conference forms
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	A campus wide writing rubric will be created based on writing essential TEKS. The rubric will be used to score the students K-5th BOY, MOY and cumulative/final writing sample.
Person Responsible	Writing AST Classroom teachers Admin
Monitoring Measures	Scored Writing samples
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 5, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Teachers will incorporating authentic literature within each genre to create engaging lessons that takes students through the entire writing process with a focus on revising and editing.
Person Responsible	Writing AST Librarian Admin
Monitoring Measures	Lesson plan check Observation and walk throughs
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 5, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Include writing in our academic nights to give parents ideas on how to incorporate writing into daily activities at home.
Person Responsible	Writing AST Classroom teachers Admin
Monitoring Measures	Common assessments in writing Writing samples Participation at academic night
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 6, SWC 7, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	

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

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 3

Need :

- *Making sure K, 1st and 2nd grade students are developed on the TPRI.
- *Students leaving K, 1st and 2nd are reading on level.
- *Effective and rigorous guided reading and math instruction done with fidelity.
- *Phonics intervention and instruction needed for the upper grades
- *Math skills are taught through problem solving.

Goal : We will see a 15% increase per grade level of students leaving on or above reading level by the end of the school year.

Goal Details

Student Groups Impacted	All Students, African American, Special Education, At Risk, Eco-Dis, White, Hispanic, 2 or More, Homeless
Funding Needed	Local, State Compensatory
Timeline for Implementation	17-18 school year
November Progress Check	Teachers have created their TTESS goals around this SIP Goal Reading Specialists did to staff developments on guided reading after school K-2nd and 3rd- 5th. Reading Specialists have done 1/2 day staff developments with grades K- 5th on creating guided reading lessons and station activities for stations. Oct 15th Academic Night included reading activities for families to work on at home. Reading specialists have ordered authentic literature and guided reading books for use with mini lessons and guided reading groups.
March Progress Check	Model reading lessons video conferences for grade levels. Words Their Way staff development and manipulatives bought for station. Data from TPRI used to group students in GR and create lessons at their levels.
June Progress Check	Increase 15% or more in 1st, 2nd, 4th and 5th

Activity 1

Activity	Teachers will receive staff development on phonics instruction and will use a phonics component K-5 in their reading instruction.
Person Responsible	Reading specialists Classroom teachers Admin
Monitoring Measures	TTESS observations and walk throughs IRI, RR data TRPI data
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	
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
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Activity 2

Activity	Teachers will pull guided reading groups daily with fidelity.
Person Responsible	Math Specialists Classroom teachers Admin
Monitoring Measures	CDBs, STAAR Common Assessments TTESS Observations and walk throughs
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	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Teachers will incorporating authentic literature within each genre engaging students in phonics, quality questioning, critical thinking, vocabulary, and comprehension skills .
Person Responsible	Classroom Teachers
Monitoring Measures	walk throughs TTESS observations
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2
Promote Community Involvement	

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

Activity 4

Activity	During academic night teachers will teach parents phonics strategies to help their children at home.
Person Responsible	Reading and writing specialist Classroom Teachers Admin
Monitoring Measures	attendance at academic night IRI, RR, TPRI data common assessments
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 6, SWC 7, SWC 8, SWC 9
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 :

- *Mondays (9/26-52, 2/27-102, 4/10-64) and Fridays there is a higher percentage of absences
- *After school holidays there is a higher percentage of absences: Jan. 2nd had 100 absences
- *The students in older grades have a higher percentage of attendance
- *Sub groups with lowest attendance Asian/ pacific islander and PreK students
- *Percentage of student referrals goes up after February
- *

Goal : Our campus goal is to increase attendance in all grade levels-ending the year with a 96%. Through PBIS we will positively affect student behavior to decrease the amount of discipline in the classroom by 2%.

Goal Details

Student Groups Impacted	All Students, African American, Special Education, At Risk, Eco-Dis, Hispanic, Homeless
Funding Needed	Local, HSA
Timeline for Implementation	17-18 school year
November Progress Check	Attendance committee created. Admin does home visits for students with chronic absences. Students with perfect attendance rewarded during NBA. PBIS trains staff once a month at Monday staff mtgs. Tracks data for discipline.
March Progress Check	Rewarding classes with the best attendance at each grade level every 2 weeks. Created attendance wall in cafeteria for everyone to see by class. Class with best attendance overall gets name on Marque.

June Progress Check	94.29% was our attendance for the school year. We did not meet our goal.
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Activity 1

Activity	Train all staff on PBIS and MSTARS, rewarding students for behavior through STAR Assemblies
Person Responsible	Counselors Teachers Admin
Monitoring Measures	Office referrals
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Through "Principal Planning" (cafecitos), the community and school will collaborate to discuss behavior, attendance, PBIS, and general concerns that the community may have.
Person Responsible	Counselors Admin
Monitoring Measures	attendance at mtgs
Title 1 Fund	Yes
Title 1 Campuses	SWC 6, SWC 7, SWC 10
Promote Community Involvement	
Educate Diverse Learners	

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

Activity 3

Activity	Reward attendance in the lower grades twice a nine weeks. Upper grades will be rewarded one a nine weeks during NBA event.
Person Responsible	Admin Classroom teachers
Monitoring Measures	attendance rate
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 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 5

Need : *Students are performing low on CDBs
 *Students can do calculation of skills in isolation but struggle with problem solving.

Goal : We will see a 15% increase per grade level of students leaving on or above grade level in math by the end of the school year.

Goal Details

Student Groups Impacted	All Students, African American, Special Education, At Risk, Eco-Dis, Hispanic
Funding Needed	State Compensatory
Timeline for Implementation	17-18 school year
November Progress Check	Math specialists have done 1/2 day staff development on guided math and stations. Special ed collab partners were trained on using manipulatives for teaching concepts. Math specialist give classroom teachers word problems to use. Teachers are doing problem solving weekly and have it in stations and for homework.
March Progress Check	Math specialist are coaching grade level teachers. Modeling problem solving lessons.
June Progress Check	5th grade STAAR Scores 96%

Activity 1

Activity	Using manipulatives and effective instructional strategies to teach math.
Person Responsible	All classroom Teachers Math Specialists
Monitoring Measures	walk throughs TTESS observations CDB data
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Teachers will use problem solving weekly in classroom math instruction.
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Person Responsible	All classroom teachers Math Specialists
Monitoring Measures	Walk Throughs TTESS observations CDB data STAAR data
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2
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 : The school will promote a healthy life style encouraging healthy eating, physical fitness within the school day as well as after-school programs.

Goal Details

Student Groups Impacted	All Students, African American, Special Education, At Risk, Eco-Dis, White, Hispanic, Homeless
Funding Needed	Local, State Compensatory
Timeline for Implementation	17-18 school year
November Progress Check	Physical fitness videos on morning announcements daily. Coaches administered the 1st assessment.
March Progress Check	WALKATHON during rotations.
June Progress Check	Continued with fitness videos on morning announcements. PE Fitness test fro 3rd-5th PE continued lessons on healthy eating

Activity 1

Activity	After administering the fitness assessment for students in grades third through fifth the Coaches will use the data to help strengthen the students fitness. They will coordinate their PE lessons to help students.
Person Responsible	PE teachers
Monitoring Measures	Data from fitness test, data from fitbits
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	
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Activity 2

Activity	Fitness Activities: Bike Rodeo, Field Day, Additional exercise during morning announcements.
Person Responsible	PE Coaches, Admin
Monitoring Measures	Observation Students Participating
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

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

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

Activity 4

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

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

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