



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



## SCHOOL IMPROVEMENT PLAN

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# MIRELES ELEMENTARY SCHOOL

## 2017-2018

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# MIRELES ES

## Needs Assessment 2017-2018

### Process

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

During Staff Development week in August, administrators presented data day information to all staff. We analyzed various data sources and listed our successes and the major areas of campus improvement for the current school year. Three campus goals were developed based on the data. Each grade level then reviewed their own grade level goals from the previous school year to determine whether goals were met utilizing current data. Next, they either adjusted their goals or created new goals to address current needs. Grade level goals were aligned to our campus goals.

Additionally, through this disaggregation of data, we found that our GT students did not perform as expected. We found that our instruction was not truly differentiated to meet the needs of ALL students. We also determined that all of our STAAR failures (3rd-5th grades) are labeled at-risk.

During our September early release day, as administrators held T-TESS Goal setting conferences, all teachers were provided a list of their students currently in Rtl. Teachers were provided an opportunity to "research" these students in eSped and make a plan for interventions to begin providing support immediately, if the same concern still existed. Teachers took full advantage of this uninterrupted time.

On our March early release day, we reviewed campus goals and major activities. Teachers specifically identified the progress we had made, to that point, toward our campus goals. Each group was tasked with creating a list of ALL activities we had completed or currently implementing in support of our campus goals. The lists proved beneficial as all staff members were able to clearly see a link between what we do as a campus and why we do the things we do. Through this exercise, it became evident that, as a campus, we were not all on the same page regarding what exactly guided reading and guided math should be. We decided this would be an area of focus for professional development.

Lastly, upon disaggregation of 2017 5th grade Reading and Math STAAR data (after the second administration), we were able to clearly see growth for this particular cohort of students, specifically our special education and LEP students. We had a total of four students (1 LEP, 3 Spec Ed) unsuccessful on the reading assessment, and five students (1 LEP, 3 Spec Ed, 1 Gen Ed) were unsuccessful on the math assessment. Substantial growth was evident in these results.

While significant progress has been made on our campus goals, it has been determined that we will continue to focus on these goals for the following school year.

**Data and Campus Practices Review**

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

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

<b>CSF 1: Academic Performance</b>	
Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.	
<input checked="" type="checkbox"/> STAAR/EOC/TAKS	
<input 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"> <li>* Significant increase in reading and math STAAR scores in 5th grade</li> <li>* Decreased number of students placed into next grade level across all grade levels</li> <li>* Wider gap exists between at-risk and non at-risk students in 3rd/4th grades than in 5th grade</li> <li>* Only three retentions campus-wide</li> <li>* Significant increase in reading and math STARR scores for special populations (Spec Ed, LEP, and GT students)</li> <li>* All LEP students either maintained or improved one to two levels in TELPAS composite rating</li> <li>* Higher number of students with excessive absences</li> <li>* Student attendance at 95%, decrease of 2%</li> </ul>

<b>CSF 2: Use of Quality Data to Drive Instruction</b>
Use of Quality Data to Drive Instruction emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used. It is not only the use of data to drive instructional decision making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.

<input 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		
<table border="1"> <tr> <td style="width: 15%;">Findings</td> <td> <ul style="list-style-type: none"> <li>* Classroom teachers continue to quintile CDB data and then disaggregate the data together with specialists and admin</li> <li>* Data disaggregation focused on all students and sub-pops with an emphasis on comparing at-risk vs. non at-risk students as well as comparing how LEP students performed compared to all students. Additionally, we reviewed AAP progress</li> <li>* Data meetings held within the same week a CDB was administered</li> <li>* 1st-5th grades created and administered common assessments regularly</li> <li>* TPRI data meetings were held with primary grades after administration of these assessments</li> <li>* Higher number of students with excessive absences</li> <li>* Student attendance at 95%, decrease of 2%</li> <li>* Administration reviewed Rtl information on a monthly basis with all grade levels</li> <li>* Increase in number of Attendance Warning Notices issued</li> <li>* Increase in number of students placed in ISS and OSS</li> <li>* Increase in number of office referrals</li> </ul> </td> </tr> </table>	Findings	<ul style="list-style-type: none"> <li>* Classroom teachers continue to quintile CDB data and then disaggregate the data together with specialists and admin</li> <li>* Data disaggregation focused on all students and sub-pops with an emphasis on comparing at-risk vs. non at-risk students as well as comparing how LEP students performed compared to all students. Additionally, we reviewed AAP progress</li> <li>* Data meetings held within the same week a CDB was administered</li> <li>* 1st-5th grades created and administered common assessments regularly</li> <li>* TPRI data meetings were held with primary grades after administration of these assessments</li> <li>* Higher number of students with excessive absences</li> <li>* Student attendance at 95%, decrease of 2%</li> <li>* Administration reviewed Rtl information on a monthly basis with all grade levels</li> <li>* Increase in number of Attendance Warning Notices issued</li> <li>* Increase in number of students placed in ISS and OSS</li> <li>* Increase in number of office referrals</li> </ul>
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<b>CSF 3: Leadership Effectiveness</b>
Leadership Effectiveness targets the need for leadership on the campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Providing job-embedded professional development to build capacity of campus leaders is a vital part of this CSF.
<input checked="" type="checkbox"/> Distribution of leadership and responsibilities
<input checked="" type="checkbox"/> Decision making structures on the campus
<input checked="" type="checkbox"/> Teacher input
<input checked="" type="checkbox"/> Campus goals
<input checked="" type="checkbox"/> Monitoring of teacher performance; feedback to staff
<input type="checkbox"/> Communication
<input type="checkbox"/> Master schedule
<input type="checkbox"/> Teacher and parent surveys
<input type="checkbox"/> Other

Findings	<ul style="list-style-type: none"> <li>* Existing leadership structures: leadership team, grade level teams, academic committees, vertical teams, SAT committee</li> <li>* Campus goals created with input from all staff members</li> <li>* Grade level goals aligned with campus goals</li> <li>* With an increase in new to Mireles teachers and changes regarding teacher evaluation tool (TTESS), 40+ observations were conducted throughout the year</li> <li>* Pre-observation and post-observation conferences were held with every teacher observation</li> <li>* Increase in walkthroughs conducted this school year</li> <li>* Delegated numerous responsibilities to VP and staff members working toward admin degree (interns)</li> </ul>
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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	<ul style="list-style-type: none"> <li>* After school tutorials offered to previously identified struggling students in grades 3-5</li> <li>* After school tutorials offered to K-5 ESL students using additional Title III funds granted</li> <li>* 4th grade Round Table (campus-wide intervention time) focused specifically on writing in the weeks leading up to the writing STAAR test</li> <li>* Admin was invited to attend Tier II Follow-up meetings with all grade levels</li> <li>* School-wide implementation of intervention/enrichment</li> <li>* Increased efficiency with Rtl in primary grades</li> <li>* Admin closely monitored Rtl at minimum every three weeks</li> <li>* Improvement of progress monitoring by all</li> <li>* Significant increase in Tier III meetings toward the end of the school year was noted</li> </ul>
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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.

- Communication
- Family and community activities
- Family and community input
- Family and community services
- Second language communication

<input type="checkbox"/> Other	
Findings	<ul style="list-style-type: none"> <li>* High attendance at evening/weekend events (student performances and family academic nights)</li> <li>* Weekly communication through email and Monday Mail</li> <li>* Insufficient resources for second language communication</li> <li>* Increase in Watch DOGS participation</li> <li>* Hosted two Literacy Engagement sessions for PreK children</li> </ul>

<b>CSF 6: School Climate</b>	
School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.	
<input type="checkbox"/> Teacher surveys	
<input type="checkbox"/> Parent surveys	
<input 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	<ul style="list-style-type: none"> <li>* Higher number of students with excessive absences</li> <li>* Student attendance at 95%, decrease of 2%</li> <li>* Increase in number of Attendance Warning Notices issued</li> <li>* Increase in number of students placed in ISS and OSS</li> <li>* Increase in number of office referrals</li> <li>* Variety of after school/extra-curricular activities offered</li> <li>* Visitors feel welcome at school, as per regular feedback</li> <li>* Student survey of 3rd-5th grade students revealed that nearly 70% of students surveyed feel the work they do in class is too easy, however nearly 88% feel their teachers ask questions which facilitate solid discussions in class.</li> </ul>

<b>CSF 7: Teacher Quality</b>	
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	<ul style="list-style-type: none"> <li>* Increase in teacher attendance (97.71%) from previous school year</li> <li>* Increase in new to Mireles teachers</li> <li>* Teachers requesting professional development in technology integration</li> <li>* Numerous opportunities for staff development in the area of writing</li> <li>* CDB scores are good indicators of STAAR scores</li> <li>* Provided Teaching Phonics in Context professional development for Kinder</li> <li>* More and more grade levels are embracing PLCs</li> <li>* 1st grade team struggled with planning effectively and efficiently</li> </ul>

**Priority Needs**

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

Priority Need 1

Improvement in writing scores as measured by local, district, and state indicators is necessary.

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

Priority Need 2

Although progress has been made in closing the gap between at-risk and non at-risk students in reading/writing/math at all grade levels, a significant gap still exists.

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

Priority Need 3

Although as a campus we made strides in effective utilization of the Rtl process, it continues to be a need.

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

**Campus: MIRELES ES**

**School Improvement Plan Signatures**

**School Advisory Team approves the full campus improvement plan.**

**Date of SAT Meeting: 05/17/2017**

<b>SAT Member</b>	<b>Name</b>	<b>Signature</b>
Principal	Norma Farrell	
Parent Community Representative	Cynthia Pete-Rodrigues	
Staff Representative	Jennifer Hilbrich	

**LIST SAT MEMBERS IN THE BLANKS BELOW**

<b>FULL NAME</b>	<b>POSITION</b>
Migdalia Powers	Administrator
Rachel Stanley	Staff Member
Michael Blanton	Community Member
Angie McCluskey	Staff Member
Leticia Sanchez	Staff Member
Amy Resch	Parent
Richard Williams	Business Representative
Jennifer Hilbrich	Staff Member
Lori Stromberg	Parent
Cynthia Pete-Rodrigues	Parent



**CAMPUS: MIRELES 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 Foundations / Campus Data Day	Collaboration/Instruction	All Staff	All	Local	6
08/22/2017		Campus Beliefs / Gradebook / Dyslexia / Rtl Refresher	Collaboration/Instruction/Technology	All Staff	All	Local	6
08/23/2017	08/24/2017	Guided Math / TTESS Refresher	Instruction	All Staff	K-5 Teachers	Local	6
10/09/2017		District-led Staff Development / Develop Advisory (Pillar Pals) Groups	Instruction	All Staff	All	Local	6
11/20/2017	08/15/2017	Mireles Staff Retreat (Teacher Choice)	Collaboration	All Staff	All	Local	6
11/21/2017		Teacher Choice					6
02/19/2018		District-led Staff Development / Review of SIP goals	Instruction/Curriculum	All Staff	All	Local	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	88%	59%	89%	74%	76%	89%	66%	42%	90%
African-American	79%	44%	80%	62%	72%	86%	54%	29%	88%
Hispanic	89%	59%	90%	70%	74%	88%	63%	40%	90%
White	90%	65%	90%	84%	86%	91%	75%	48%	93%
Economically Disadvantaged	79%	47%	80%	66%	68%	87%	62%	39%	85%
Special Education	63%	30%	65%	44%	48%	51%	28%	13%	60%
At-Risk	65%	25%	70%	58%	58%	68%	35%	14%	70%
Limited English Proficient	48%	24%	50%	62%	63%	69%	59%	34%	72%
Asian	68%	52%	75%	89%	78%	91%	65%	52%	90%
American Indian	100%	0%	N/A	73%	58%	100%	0%	0%	90%
Hawaiian Pacific Islander	100%	100%	100%	75%	71%	100%	0%	0%	100%
Two or More	100%	63%	95%	80%	87%	92%	83%	54%	95%

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	79%	50%	80%	64%	62%	81%	50%	17%	83%
African-American	58%	21%	60%	53%	56%	75%	29%	4%	77%
Hispanic	79%	54%	80%	60%	59%	77%	52%	16%	80%
White	84%	50%	85%	72%	73%	89%	59%	22%	90%
Economically Disadvantaged	70%	39%	75%	56%	52%	63%	33%	3%	65%

Special Education	36%	18%	50%	33%	32%	43%	21%	0%	50%
At-Risk	45%	16%	50%	44%	37%	44%	22%	3%	50%
Limited English Proficient	45%	9%	50%	54%	49%	57%	57%	0%	60%
Asian	89%	67%	95%	85%	72%	50%	50%	25%	60%
American Indian	N/A	N/A	N/A	61%	71%	100%	0%	0%	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	67%	50%	100%	0%	0%	N/A
Two or More	85%	54%	85%	70%	76%	75%	50%	25%	77%

**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	89%	58%	90%	79%	80%	90%	69%	40%	92%
African-American	80%	46%	82%	66%	72%	88%	57%	18%	90%
Hispanic	90%	57%	91%	77%	78%	90%	68%	41%	92%
White	91%	63%	92%	87%	88%	92%	70%	42%	94%
Economically Disadvantaged	82%	49%	84%	73%	73%	84%	62%	40%	85%
Special Education	70%	33%	73%	53%	56%	41%	26%	13%	50%
At-Risk	73%	23%	75%	67%	65%	72%	39%	20%	75%
Limited English Proficient	55%	21%	60%	73%	72%	79%	69%	45%	80%
Asian	76%	48%	80%	94%	86%	96%	91%	61%	95%
American Indian	100%	100%	100%	78%	77%	100%	100%	0%	100%
Hawaiian Pacific Islander	100%	0%	100%	80%	78%	100%	100%	0%	100%
Two or More	97%	60%	98%	82%	89%	88%	75%	50%	90%

**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	90%	64%	95%	73%	76%	93%	71%	45%	95%
African-American	100%	55%	100%	59%	68%	88%	53%	29%	90%
Hispanic	89%	63%	95%	68%	73%	90%	70%	50%	92%
White	88%	71%	95%	84%	87%	97%	75%	42%	99%
Economically Disadvantaged	82%	55%	85%	65%	67%	92%	61%	39%	95%
Special Education	72%	50%	80%	44%	46%	64%	36%	36%	75%
At-Risk	77%	34%	85%	56%	59%	76%	37%	17%	80%
Limited English Proficient	43%	43%	55%	57%	58%	88%	63%	25%	90%
Asian	80%	60%	85%	89%	75%	100%	67%	33%	100%
American Indian	N/A	N/A	N/A	73%	60%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	93%	N/A	N/A	N/A	N/A
Two or More	100%	56%	95%	81%	86%	100%	100%	60%	95%

## ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	96.8%	97%
African-American	95.4%	95.8%	97.3%	98%
Hispanic	95.6%	95%	96.5%	97%
White	96%	95.8%	97.2%	98%
Economically Disadvantaged	95.4%	94.4%	96.1%	97%
Special Education	94.5%	93.9%	95.1%	96%
Limited English Proficient	96.4%	95.8%	96.8%	97%
Asian	97.8%	96.8%	97.1%	98%
American Indian	95.3%	95.2%	97.2%	98%
Hawaiian Pacific Islander	95.5%	96.1%	97.7%	98%
Two or More	95.9%	96%	97.8%	98%

## RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	0.13%	0.1%
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## 17-18 School Improvement Plan - Objectives and Activities

### Goal 1

Need : Improvement in writing scores as measured by local, district, and state indicators is necessary.

Goal : By June 2018, we will increase student achievement in writing in grades K-5 by 10% as measured by local (writing samples/rubrics), district (CDBs), and state (STAAR) indicators.

#### Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	September-June
November Progress Check	<p>Students continue to write across the content areas in their specific content journals. Summer book study (Next Step Forward in Guided Reading) provided valuable staff development for the integration of writing during guided reading. Grade level writing calibration has been conducted three times thus far and will continue throughout the year to ensure high levels of writing instruction.</p> <p>Campus is making progress toward increasing student achievement in writing.</p>
March Progress Check	We continue making progress toward increasing student achievement in writing through continuous implementation of goal activities.

June Progress Check	<p>STAAR Scores indicate a -14 drop in overall writing scores.</p> <p>67% approached grade level 49% met grade level 12% mastered grade level</p> <p>Students who met decreased by one point and students who scored masters decreased by 5 points.</p> <p>On the NISD Writing Rubric: 2nd Grade 51% scored 3 or 4 3rd Grade 77% scored 3 or 4 4th Grade 78% scored a 3 or 4 5th Grade 88% scored 3 or 4</p>
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#### Activity 1

Activity	Students will be provided with multiple opportunities to write across all content areas in content-specific notebooks, incorporating a variety of instructional strategies to assist students in the development of their writing skills.
Person Responsible	K-5 classroom teachers and Instructional Specialists
Monitoring Measures	Content specific notebook checks conducted by vertical teams during committee meetings
Title 1 Fund	No
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	All professional staff will receive ongoing professional development related to integration of reading and writing through genre studies.
Person Responsible	Administration and Reading Specialists

Monitoring Measures	Improvement in scores of student writing samples
Title 1 Fund	No
Title 1 Campuses	
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 3

Activity	Grade levels will calibrate student writing to ensure high levels of writing instruction across all grade levels.
Person Responsible	Classroom teachers, reading specialist, and admin
Monitoring Measures	Writing rubrics
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 4

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	

**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 :** Although progress has been made in closing the gap between at-risk and non at-risk students in reading/writing/math at all grade levels, a significant gap still exists.

**Goal :** System Safeguard: By June 2018, the achievement gap between at-risk and non at-risk (with a focus on Special Education students) will be less than 25% on any given local, district, or state assessment in reading, writing, and math.

**Goal Details**

Student Groups Impacted	Special Education, At Risk, Eco-Dis, ELL
Funding Needed	Local
Timeline for Implementation	September-June
November Progress Check	Campus is closely monitoring progress, or lack of, of at-risk students, specifically special education students. Staff development in the areas of guided math and reading has been provided to implement differentiated instruction successfully in order to better meet the needs of all students. Additionally, students have set and are closely monitoring their own progress toward academic goals.
March Progress Check	We continue to monitor progress of at-risk students with a focus on students receiving special education services. Overall progress toward this goal remains a concern.
June Progress Check	We did not meet this goal. There was more than 25% difference between at risk and the "all" student group on all STAAR assessments.

**Activity 1**

Activity	Identify and monitor progress of at-risk students using local, district, or state assessment data.
Person Responsible	Reading/Math Specialists, classroom teachers, and administration
Monitoring Measures	Review gap of at-risk students versus non at-risk students and monitor such gaps throughout the year
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.

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

Activity 2

Activity	All staff will receive guided math and reading professional development to ensure differentiation and targeted math/reading instruction based on student needs.
Person Responsible	Math/Reading Specialists, classroom teachers, and administration
Monitoring Measures	Formative math/reading common assessments
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Through utilization and implementation of the Pillars of Character, students will set academic and personal goals and track their own progress toward accomplishing each goal.
Person Responsible	All classroom teachers and students, counselors and administration
Monitoring Measures	Data Binder checks
Title 1 Fund	No
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 4

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

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	

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

### Goal 3

Need : Although as a campus we made strides in effective utilization of the Rtl process, it continues to be a need.

Goal : We will design and implement an Rtl committee meeting schedule which ensures monthly progress checks for all students receiving interventions.

#### Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	September-June
November Progress Check	Significant progress has been made toward monitoring the effectiveness of interventions provided. Rtl is reviewed regularly by admin and instructional specialists.
March Progress Check	Significant progress continues toward monitoring the effectiveness of interventions provided. Rtl is reviewed regularly by admin and instructional specialists. There has been a significant increase in Tier III meetings.
June Progress Check	As of June 8: Out of 982 students 170 Tier 1 175 Tier 2 60 Tier 3 The total number of tier 3 and tier 3 follow ups were 157. The total number in 2016-17 was 98.

Activity 1

Activity	Monitor and review the effectiveness of interventions provided during 30-minute school wide intervention/enrichment time (RoundTable).
Person Responsible	Classroom teachers and administration
Monitoring Measures	Progress toward RtI goal(s)
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Monthly RtI sessions with all grade levels during conference with grade level teams, admin, instructional specialists, and counselors.
Person Responsible	Admin, Counselors, and Instructional Specialists
Monitoring Measures	RtI checkpoints by admin and counselors
Title 1 Fund	No
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	
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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 : Provide school-wide learning opportunities for all students to be healthy and active for a lifetime.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	September-June



November Progress Check	Healthy lifestyle newsletters are sent to parents on a monthly basis. Additionally, the campus celebrated National Walk or Bike to School Day on Oct. 4, 2017.
March Progress Check	During PE classes, maintaining healthy lifestyles continues to be a topic of discussion. We held our annual Fun Run on March 9th, in which every student on the campus had an opportunity to participate. Additionally, Heroes for Health Rally was celebrated by fourth graders on March 8.
June Progress Check	Field Day was held in the spring. Students participated in races, relays and water activities. They applied skills learned in PE classes during the school year.

#### Activity 1

Activity	We will continue school-wide activities that promote healthy lifestyles which also foster positive relationships with our community.
Person Responsible	Administration, PE teachers, PTA
Monitoring Measures	N-CASE Survey
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 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	