



NORTHSIDE
SCHOOL



INDEPENDENT
DISTRICT



SCHOOL IMPROVEMENT PLAN

MURNIN ELEMENTARY SCHOOL

2017-2018

MURNIN ES

Needs Assessment 2017-2018

Process

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

On April 17, 2017 the leadership team met to review the current SIP Goals and Activities. This school year we have continuously examined campus and student data at Academic Tracking Meetings after each CDB and Common Assessments, periodic eRTI Meetings, PLC meetings, vertical team meetings, etc. The leadership team identified through the data that the four priority needs still existed although we showed growth in each need. The team leaders shared the information with their teams the last week of April.

On May 5, 2017 the staff met in the cafeteria to review progress on the 2016-17 SIP goals and activities. All goals and activities were posted on chart paper. We followed the Chalk Talk Protocol. The staff was given directions to do a gallery walk around reading each goal and activity. They were invited to write on the chart paper any celebrations, questions or suggestions for improving the goal or activity. The Chalk Talk was done in silence. The entire staff participated in the activity.

On May 22, 2017 the leadership team took the posters from the Chalk Talk and reviewed the suggestions/celebrations. The SIP Goals and Activities were adapted based on the staff feedback, current data, and team leader discussions.

Data and Campus Practices Review

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

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

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

Findings	<p>2015-16 STAAR Data Indicated:</p> <p>23% Gap in Writing between All Students and SE, 31% Gap in Writing between All Students and At-Risk, Writing Score 63% (below the district 66%), slightly below the regression line</p> <p>23% Gap in Math between All Students and SE, 34% Gap in Math between All Students and At-Risk in 3rd Grade (below district 76%), below the line on the regression graph</p> <p>25% Gap in Math between All Students and SE, 31% Gap in Math between All Students and At-Risk in 4th Grade (below district 74%), below the line on the regression graph</p> <p>33% Gap in Math between All Students and SE, 10% Gap in Math between All Students and At-Risk in 5th Grade (met district 90%), on the regression line</p> <p>CDB Data-Murnin continues to score below the district in both Math, Science and Writing</p> <p>2016-17 STAAR Data</p> <p>5th Grade 88% STAAR Math All, 47% SE, 78% At-Risk 69% STAAR Science All, 32 SE, 51% At-Risk</p> <p>4th Grade 54% STAAR Writing All, 5% SE, 33% At-Risk 73% STAAR Math All, 37% SE, 50% At-Risk 68% STAAR Reading All, 32% SE, 48% At-Risk</p> <p>3rd Grade 79% STAAR Reading All, 47% SE, 49% At-Risk 81% STAAR Math All, 53% SE, 54% At-Risk</p> <p>Campus Retention 16-17 K-0, 1st-1, 2nd-0, 3rd-0, 4th-0, 5th-0 56% EcoDis, Title 1</p>
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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.
<input checked="" type="checkbox"/> Student attendance
<input checked="" type="checkbox"/> Discipline
<input checked="" type="checkbox"/> Grades
<input checked="" type="checkbox"/> CDBs
<input checked="" type="checkbox"/> Common Assessments
<input type="checkbox"/> Other

Findings	<p>4th Year as a PLC Campus, increased PLC monthly meetings to 3x/month after school and 1x/week during conference times, grade levels are a different levels of implementing the PLC framework</p> <p>Common Assessments are utilized in all grade levels, academic specialists are helping with common assessments</p> <p>ATM are held after each CDB in 2nd-5th grade to analyze data, specialist disaggregate data and share with grade level teachers, teachers complete data to instruction form, team planning based on data</p>
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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

Findings	<p>Administrative walk-throughs were consistent in the Fall and Spring, new T-TESS tool was utilized in the Spring, walk-throughs were more frequent and formal in the Spring, Leadership Team met once per month and had an EOY planning day on May 22, Master Schedule was created in conjunction with the Collaborative Schedule, Teacher EOY surveys were conducted to gain insight on celebrations and suggestions for improvements</p>
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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

<input type="checkbox"/> Other	
Findings	Morning Homework Lab for K-5 was beneficial (more consistent staff member on duty) eRTI meetings every six weeks, open lab times were both beneficial After School Tutoring in Grades K-2 in the Spring and 3-5 in both Spring and Fall

CSF 5: Family/Community Engagement	
Family and Community Engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services.	
<input checked="" type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Family and community activities	
<input checked="" type="checkbox"/> Family and community input	
<input checked="" type="checkbox"/> Family and community services	
<input checked="" type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	
Findings	PTA Programs were paired with school activities, all were well attended, Academic Night was a huge success, surveys resulted in positive feedback, counselors provided comprehensive list of community resources and serves (counselor coffees), Communication/flyers was provide in both English/Spanish and in a variety of methods (newsletters, call outs, remind, Twitter, flyers, phone calls, email) Family and Community Department partnered with counselors to provide training to parents

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	Variety of positive campus climate building activities held throughtout the school year Energy Bus Book Study-each grade level presented a part of the book and completed an activity, implemented positive tickets of appreciation Began the PIT Crew to address staff concerns about M&O issues High student participation in extra-curricular activities (YA, Solar Cars, Steam Team, Card Board Arcade, Military Kids Club, Lego Robotics, Choir, Strings)

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.

Teacher attendance

Teacher experience and years on campus

Class size

Staff retention rates

Alignment of curriculum, instruction, assessment

Alignment of CDB scores and STAAR results

Effectiveness of planning and collaboration

Professional development experiences and requests

Other

Findings	<p>Staff completed survey and T-TESS Domain 4 feedback about PD on campus and future PD</p> <p>Teacher attendance aligned with students attendance</p> <p>Vertical and Grade level planning days were beneficial</p> <p>Class sizes remain at 22:1 or below</p> <p>CDB scores aligned with STAAR Scores</p>
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Priority Needs

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

Priority Need 1

Significant gap exists between CAMPUS ALL STUDENTS (69%) and DISTRICT ALL STUDENTS(76%) on STAAR Science, decline of 7% from 2016.

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 2

Significant gap exists between CAMPUS ALL STUDENTS (54%)and the DISTRICT ALL STUDENTS (62%) on STAAR Writing, decline of 9% from 2016.

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

Lack of effective and engaging instruction, remediation, and re-teach to struggling 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

Campus: MURNIN ES

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 05/15/2017

SAT Member	Name	Signature
Principal	Amber Freeman	
Parent Community Representative	Gary Relic	
Staff Representative	Melissa Sharps	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Anne Kleeberg	Administrator
Amber Freeman	Principal
Julie Daigle	Staff Member
Melissa Sharps	Staff Member
Raquel Cortez	Staff Member
Jessica Herrera	Staff Member
Eloise Lozano	Staff Member
Jeanette Breaux	Staff Member
Robin Clark	Staff Member
Christi Blount	Staff Member
Jennifer Taylor	Staff Member
Dr. Winn Murnin	Community Member
Gary Relic	Parent
Amy Hoffman	Parent

CAMPUS: MURNIN 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		T-TESS/Data Day	Assessment	Faculty	All	Title I,Local	6
08/22/2017		Convocation/Handbook /1st Day Procedures	Classroom Management	Faculty	All	Title I,Local	6
08/23/2017		Gradebook Training/PLC/Academic Rotations	Collaboration	Faculty	All	Title I,Local	6
10/09/2017		District Staff Development/PLC	Instruction	Faculty	All	Title I,State Compensatory,Local	6
11/20/2017		Teacher Choice					6
11/21/2017		Teacher Choice					6
02/19/2018		DI Staff Development on Various Topics (Guided Math, Guided Reading, Writer's Workshop, Science Notebooks, etc.) a Menu of Choices	Instruction	Faculty	All	Title I,State Compensatory,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	77%	43%	85%	74%	76%	77%	51%	28%	85%
African-American	69%	33%	75%	62%	72%	78%	50%	20%	85%
Hispanic	77%	45%	85%	70%	74%	76%	51%	28%	85%
White	91%	45%	95%	84%	86%	82%	51%	27%	90%
Economically Disadvantaged	74%	41%	80%	66%	68%	71%	45%	20%	80%
Special Education	45%	20%	75%	44%	48%	36%	25%	11%	50%
At-Risk	59%	21%	75%	58%	58%	56%	28%	10%	70%
Limited English Proficient	75%	50%	80%	62%	63%	53%	40%	33%	70%
Asian	71%	43%	100%	89%	78%	80%	60%	40%	90%
American Indian	N/A	N/A	N/A	73%	58%	0%	0%	0%	75%
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	71%	N/A	N/A	N/A	N/A
Two or More	60%	40%	85%	80%	87%	78%	67%	33%	90%

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	63%	38%	80%	64%	62%	54%	28%	7%	70%
African-American	60%	40%	80%	53%	56%	55%	27%	0%	70%
Hispanic	61%	36%	80%	60%	59%	53%	28%	9%	70%
White	83%	42%	90%	72%	73%	56%	25%	0%	75%
Economically Disadvantaged	59%	33%	70%	56%	52%	45%	18%	4%	70%

Special Education	40%	15%	65%	33%	32%	5%	5%	5%	50%
At-Risk	32%	15%	65%	44%	37%	33%	5%	2%	50%
Limited English Proficient	43%	43%	70%	54%	49%	63%	38%	13%	70%
Asian	100%	100%	100%	85%	72%	50%	25%	0%	100%
American Indian	N/A	N/A	N/A	61%	71%	100%	0%	0%	100%
Hawaiian Pacific Islander	N/A	N/A	N/A	67%	50%	N/A	N/A	N/A	N/A
Two or More	63%	50%	75%	70%	76%	67%	33%	33%	80%

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	76%	41%	80%	79%	80%	82%	47%	24%	90%
African-American	67%	36%	75%	66%	72%	83%	53%	23%	90%
Hispanic	75%	39%	80%	77%	78%	81%	45%	24%	90%
White	89%	51%	95%	87%	88%	84%	56%	27%	90%
Economically Disadvantaged	73%	34%	75%	73%	73%	76%	38%	18%	80%
Special Education	50%	20%	70%	53%	56%	49%	22%	9%	65%
At-Risk	54%	17%	70%	67%	65%	64%	21%	6%	75%
Limited English Proficient	56%	25%	70%	73%	72%	60%	40%	13%	75%
Asian	100%	43%	100%	94%	86%	100%	40%	40%	100%
American Indian	N/A	N/A	N/A	78%	77%	100%	0%	0%	100%
Hawaiian Pacific Islander	N/A	N/A	N/A	80%	78%	N/A	N/A	N/A	N/A
Two or More	60%	47%	88%	82%	89%	72%	50%	22%	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	76%	40%	85%	73%	76%	69%	32%	10%	75%
African-American	64%	29%	70%	59%	68%	73%	40%	13%	80%
Hispanic	74%	36%	80%	68%	73%	67%	29%	9%	75%
White	93%	71%	95%	84%	87%	83%	42%	17%	90%
Economically Disadvantaged	76%	36%	80%	65%	67%	63%	24%	6%	75%
Special Education	52%	22%	70%	44%	46%	32%	18%	5%	65%
At-Risk	61%	17%	70%	56%	59%	51%	15%	3%	65%
Limited English Proficient	N/A	N/A	N/A	57%	58%	20%	20%	0%	65%
Asian	100%	50%	N/A	89%	75%	100%	100%	0%	100%
American Indian	N/A	N/A	N/A	73%	60%	N/A	N/A	N/A	100%
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	93%	N/A	N/A	N/A	N/A
Two or More	100%	67%	100%	81%	86%	56%	33%	11%	90%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	95.4%	95.8%
African-American	95.4%	95.8%	95.6%	95.8%
Hispanic	95.6%	95%	95.2%	95.6%
White	96%	95.8%	96.1%	96.2%
Economically Disadvantaged	95.4%	94.4%	94.9%	95%
Special Education	94.5%	93.9%	94.7%	94.8%
Limited English Proficient	96.4%	95.8%	95.8%	95.9%
Asian	97.8%	96.8%	96.2%	96.4%
American Indian	95.3%	95.2%	94.3%	95%
Hawaiian Pacific Islander	95.5%	96.1%	90.1%	95%
Two or More	95.9%	96%	95.2%	95.5%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	0.13%	0.2%
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17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : Significant gap exists between CAMPUS ALL STUDENTS (69%) and DISTRICT ALL STUDENTS(76%) on STAAR Science, decline of 7% from 2016.

Goal : Increase ALL STUDENTS Science performance on STAAR by 5% (74%) at the Approaches Level in 2017-18.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, Migrant
Funding Needed	Local, State Compensatory, Other
Timeline for Implementation	August 2017-June 2018

November Progress Check	<p>Academic Support Teacher was hired in August to support Science, AST plans with grade levels monthly, Science lab calendar has been set up for teachers to schedule a time to visit the lab, Family Academic Night was held on October 10, 2017, 125 parents/students attended Family Academic Night</p> <p>78% of staff use Science Process Skills Weekly Use of Science Lab 1 time-5% 2 times-5% 3 times-44% 4 times-33% 5 or more times-11%</p> <p>Modeling/Co-Teaching by AST Never-21% 1 time-16% 2 times-5% 3 times-21% 4 times-26% 5 or more times-11%</p> <p>AST has planned with each grade level between 1-2 times.</p>
March Progress Check	<p>Science Night was held on March 20, 2018. Parent and student participation exceeded expectations. AST continues to meet regularly with each grade level during PLC times. AST schedule guest speaker (February) and planetarium visit (March).</p> <p>80% of the staff us Process Skills Weekly Grade levels continue to use the science lab several times a month. AST Co-teaches with grade level teachers daily.</p>
June Progress Check	<p>AST continues to meet regularly with each grade level during PLC times. Grade levels continue to use the science lab several times a month. AST Co-teaches with grade level teachers daily. STAAR Science scores improved by 5% at the Approaches Level, 9% at the Met Level and 3 at the Masters Level. Goal was accomplished. District is at 77%, Murnin is at 74% at the Approaches Level.</p>

Activity 1

Activity	Utilize Science process skills daily, with fidelity, in the classroom/science lab.
Person Responsible	AST Administration Teachers Team Leaders
Monitoring Measures	Lesson Plans Walk-Throughs and T-TESS observations by Administration Science Journal Collection

Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 8, SWC 9
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	AST support for science investigations, teacher planning and development.
Person Responsible	AST Classroom Teachers Administration
Monitoring Measures	AST Schedule Lesson Plans PLC Observations and Walk-Throughs
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 4. Develop and implement processes for vertical collaboration across bands of stakeholders.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	The school will host one Academic Family Night in October and one Science Fair Night in March.
Person Responsible	Classroom Teachers Academic Specialists
Monitoring Measures	Student Participation Parent and student attendance Surveys
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 6, 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	
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 : Significant gap exists between CAMPUS ALL STUDENTS (54%)and the DISTRICT ALL STUDENTS (62%) on STAAR Writing, decline of 9% from 2016.

Goal : "System Safeguard" Increase ALL STUDENTS Writing performance on STAAR by 10% (64%) at the Approaches Level in 2017-18.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk
Funding Needed	Local, State Compensatory, Other
Timeline for Implementation	August 2017-June 2018

November Progress Check	<p>All staff attended Grammar Matters Training provided by the district on October 9, 2017 Literacy Leaders visit each classroom 1st-4th grade one day week (30-45 min.) to confer with students. Each classroom was visited 10 times. One 4th grade teacher was able to model a writing lesson for a 3rd grade teacher (peer observation).</p> <p>Baseline writing samples were collected on Sept. 15 from grades 1st-5th. 4th Grade Samples on Personal Anecdotes on Sept. 29 (high, med. low) 5th Grade Samples on Fiction on Oct. 13 (class) 3rd Grade Personal Narratives on Oct. 20 (class) Kinder Foundations of Writing on Oct. 27 (class) 1st and 2nd Grade Personal Narratives on Oct. 27 (class) Kinder samples on Fiction on Nov. 10 (class) 4th Grade Samples on Expository on Nov. 10 (high, med, low) 3rd Grade Samples on Poetry on Nov. 17 (class) 5th Grade Samples on Expository on Nov. 17 (high, med, low)</p> <p>On Oct. 30 Vertical Teams meet and scored writing samples, teams identified trends in writing, trends were given to grade levels to help guide instruction</p> <p>1 teacher has observed a peer teach writing. Literacy Leaders have modeled for 2 teachers in writing.</p>
March Progress Check	<p>Writing samples continue to be collected at each 9 weeks for the entire class. After each genre unit, samples are collected from the grade level (high, medium and low). Data is collected on AR and SE students compositions (1, 2, 3, 4). Literacy Leaders have pushed into all 1st grade classes to coach teachers on Writers Workshop and model lessons since January on a daily basis. Literacy Leaders continue to plan with each grade level during PLC time.</p>
June Progress Check	<p>STAAR Writing Scores increased by 7% at the Approaches Level to 61% (Mets increased by 6% to 34% and Masters increased by 1% to 8%), progress was made on the goal. Literacy Leaders continue to plan with each grade level during PLC time.</p>

Activity 1

Activity	Provide staff development in Writer's Workshop for all grade levels and allow for peer observation/modeling by specialists.
Person Responsible	Administration Reading Specialists Teachers
Monitoring Measures	Implementation of Writer's Workshop Framework Walk-Throughs and T-TESS Observation by Administration CDB Scores in Writing Student Writing Sample Checks
Title 1 Fund	Yes

Title 1 Campuses	SWC 2, SWC 3, SWC 4, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 1. Implement and evaluate a sound employment process for recruiting, screening, and hiring effective personnel.
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Collect and review student writing samples each nine weeks and have teachers use the NISD rubric to measure student progress.
Person Responsible	Administration Reading Specialists Classroom Teachers
Monitoring Measures	Student Writing Samples Vertical Team Ratings of Writing Samples for Calibration
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 2. Implement, provide, and communicate programs that will ensure that students understand shared responsibility and have necessary coping skills.

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	
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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	

Goal 3

Need : Lack of effective and engaging instruction, remediation, and re-teach to struggling students.

Goal : "System Safeguard" Increase daily small group instruction to improve student performance by 5% in Special Education and At-Risk subpopulations on STAAR in 2017-18.

Goal Details

Student Groups Impacted	All Students, Special Education
Funding Needed	Local, State Compensatory, Other
Timeline for Implementation	August 2017-June 2018

November Progress Check	<p>Common Assessments by Grade Level</p> <p>K-Rdg 2 Math 3 1-Math 4 2-Math 9, Reading 2, Sci/SS 0 3-ELAR 1, Math 3, Sci/SS 0 4-6 total 5-Rdg 8, LA 3, Math 8, Sci 10, SS 4</p> <p>Guided Reading groups are implemented by 95% of the staff at least 3-4 times a week. Guided Math groups are implemented by 90% of the staff at least 3-4 times a week. Targeted Intervention Programs are implemented by 100% of the staff at least 3-4 times a week.</p>
March Progress Check	<p>All grade levels continue to give common assessments.</p> <p>K-Math 5, Rdg 1 1-Math 3, Rdg 3 2-Math 7, Rdg 2 3-Math 4, Rdg 2 4-Math 5, Rdg 2, Writing 3 5-Rdg 10, Math 7, LA 5, Science 7, SS 5</p> <p>Guided Reading groups are implemented by 95% of the staff at least 3-4 times a week. Guided Math groups are implemented by 90% of the staff at least 3-4 times a week. Targeted Intervention Programs are implemented by 100% of the staff at least 3-4 times a week.</p>
June Progress Check	<p>Guided Reading groups are implemented by 95% of the staff at least 3-4 times a week. Guided Math groups are implemented by 90% of the staff at least 3-4 times a week. Targeted Intervention Programs are implemented by 100% of the staff at least 3-4 times a week.</p> <p>STAAR Data:</p> <p>SE 3rd Grade Rdg decreased from 42% to 17%, Math decreased from 50% to 25% AR 3rd Grade Rdg decreased from 50% to 44%, Math decreased from 55% to 47%</p> <p>SE 4th Grade Rdg decreased from 32% to 18%, Math increased from 37% to 41%, Writing increased from 5% to 6% AR 4th Grade Rdg decreased from 48% to 30%, Math increased from 50% to 54%, Writing decreased from 33% to 17%</p> <p>SE 5th Grade Rdg increased from 26% to 40%, Math increased from 53% to 62%, Science increased from 25% to 26% AR 5th Grade Rdg increased from 65% to 71%, Math decreased from 83% to 80%, Science increased from 49% to 54%</p>

Activity 1

Activity	Utilize common assessments to monitor student progress and plan for interventions, enrichment and instruction.
Person Responsible	Academic Specialists Classroom Teachers Administration

Monitoring Measures	Lesson Plans Common Assessment and CDB Data Guided Math and Reading Binders Observations/Walk-Throughs
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 5, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Implement daily Guided Reading groups based on F&P levels.
Person Responsible	Classroom Teachers Reading Specialists Classroom Teachers SE Teachers
Monitoring Measures	Guided Reading Binder Lesson Plans Walk-throughs and T-TESS Observations In-Class Support by Reading Specialists
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4, SWC 5, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
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Activity 3

Activity	Use of targeted Intervention Programs for struggling students during small group time.
Person Responsible	Classroom Teachers SE Teachers eRTI Committee Academic Specialists Administration Counselors
Monitoring Measures	eRTI Student Progress Monitoring Intervention Program Reports Walk-Through and T-TESS Observation Lesson Planning
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 6, SWC 7, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 6. Utilize technology in advanced and innovative ways to support instruction and facilitate learning
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Implement daily, flexible Guided Math groups based on ability levels and summative and formative assessments.
Person Responsible	Classroom Teachers SE Teachers Math Specialists Administration

Monitoring Measures	Lesson Planning Guided Math Binder Common Assessments Walk-Through and T-TESS Observations CDB Scores in Math
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	Utilize a day tutor for primary grades and after school tutoring for intermediate grades for struggling students.
Person Responsible	Administration Specialists Classroom Teachers
Monitoring Measures	IRI Levels, Common Assessments, Attendance, STAAR Scores
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

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 : Provide opportunities to promote healthy lifestyles for all students, staff, parents, and stakeholders.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, State Compensatory, Other
Timeline for Implementation	August 2017-June 2018
November Progress Check	All students have participated in the Healthy Start Program and the Cafeteria's Smart Zone and Signature Zone Programs.
March Progress Check	All students have participated in the Healthy Start Program and the Cafeteria's Smart Zone and Signature Zone Programs. Cafeteria has implemented a share cart.
June Progress Check	All students have participated in the Healthy Start Program and the Cafeteria's Smart Zone and Signature Zone Programs. Cafeteria has implemented a share cart.

Activity 1

Activity	100% of students will participate in the State required physical activity and will be encouraged to lead a healthy lifestyle through the Healthy Start Program and the Cafeteria's Smart Zone and Signature Zone Programs.
Person Responsible	Administration Staff Students
Monitoring Measures	Campus Fitness Assessment in Grades 3-5 Delivery of flyers, memos and newsletters on the programs Survey
Title 1 Fund	Yes
Title 1 Campuses	SWC 6, SWC 10
Promote Community Involvement	
Educate Diverse Learners	

Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 1. Explore, implement, and communicate security measures that provide safeguards for the learning environment, using the latest technology.

Activity 2

Activity	Host a Family Fitness Night for students, parents and staff in collaboration with the PTA Healthy Lifestyle Grant.
Person Responsible	PTA Staff Administration Students
Monitoring Measures	Attendance at Family Fitness Night Survey
Title 1 Fund	Yes
Title 1 Campuses	SWC 6, SWC 10
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	
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	