



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

MYERS ELEMENTARY SCHOOL

2017-2018

MYERS ES

Needs Assessment 2017-2018

Process

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

Ongoing conversations at Team Leader Subject Facilitator Meeting

Reviewed: Campus progress towards SIP goals and the area that we need to continue to Discussed: CDB TEAM Data Review questions that need that need to be addressed during team meetings to analyze data: 1) What are we doing well? 2) What trends do we see in the data? 3) What improvements will make the greatest difference to increasing student achievement? 4) Of the challenges that were identified, which ones will be targeted for improvement? 5) What is our plan of action (classroom, grade level)? 6) How will we know what is being done is making a difference for student achievement? 7) How will we involve other staff (specialist, parents, etc.)? The teachers said they would like to see less focus on numbers and more focus on planning of activities to shore up student deficiencies.

Reading Specialist shared that Guided Reading is not being implemented with fidelity. The Math Specialist has shared that guided math is not being implemented with fidelity.

May Early Release

SIP Planning: Review 2016-17 School Improvement Plan end of year progress. Collaborate on what worked what didn't work and what can be done to improve. Comprehensive Needs Assessment:

Used a gallery format to review what structures had been put into place. Math Specialist discussed the need for continued improvement in problem Solving and guided math. Reading expressed that throughout the year teachers were struggling on supporting students with their deficiencies with fluency and the need to train teachers 3-5 to implement guided reading with fidelity. In the area of writing our teachers need continued support in Expository Writing as well as resources to support them and training in Grammar Matters.

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>Based on the TPRI Data, IRI's and Running Records our students continue to struggle in grades 3-5 across the board with comprehension especially our ELL's. We found during content meetings and data reviews that teachers in grades 2-5 are not consistently implementing Guided Reading.</p> <p>Campus & District Comparison:</p> <p>RDG: 3rd: We were above the District in our performance on STAAR - Myers 79% NISD 73%</p> <p>RDG: 4th: We were below the District in our performance on STAAR - Myers 67% NISD 72%</p> <p>RDG: 5th: We were below the District in our performance on STAAR - Myers 75% NISD 84%</p> <p>WRITING: We were below the District in our performance on STAAR - Myers 56% NISD 62%</p> <p>Math: 3rd: We were the same as the District in our performance on STAAR - Myers 76% NISD 76%</p> <p>Math: 4th: We were below the District in our performance on STAAR - Myers 64% NISD 75% Math: 5th: We were below the District in our performance on STAAR - Myers 81% NISD 90%</p> <p>Science: We were below the District in our performance on STAAR - Myers 63% NISD 76%</p>

CSF 2: Use of Quality Data to Drive Instruction

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

- Student attendance
- Discipline
- Grades
- CDBs
- Common Assessments
- Other

Findings	<p>* The STAAR Reading scores for Myers have made slow improvements over the last 2 years of STAAR 2015 - 73% 2016 - 72% 2017 - 74%</p> <p>* 4th grade STAAR Writing scores have improved 6% points from 2016 - 50% to 2017 - 56%</p> <p>* 4th grade STAAR Reading scores improved 4% points from 59% in 2016 to 64% in 2017</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>The campus team leadership team meets to discuss areas of strength and weaknesses and develops ideas on how change can best be facilitated and implemented. Data is used to drive the goals that are set based on teacher input. The campus master schedule is developed prior to the end of the next school year and it is used to help ensure that teachers are implementing campus expectations for best practices.</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 Other

Findings	<p>After a review of campus practices it was found that there still continue to be interruptions that are made during the instructional day whether it was from calls from the office or academic pullouts for Rtl. This continues to be an area of focus that we need to improve on and curtail the number of classroom interruptions.</p> <p>To assist in supporting some of the areas where instruction is interrupted we have several systems in place to increase learning time such as open computer labs every morning for students to access TTM, Istation, Iready and Moby Max.</p> <p>Teachers have 30 minute built in intervention time in Reading and in Math so that Specialists are able to pull students for small group support so that they do not miss any new learning objectives. We also provide afterschool tutoring for 9 weeks in the fall for grades 1-5 on Wednesdays and Thursdays and 11 weeks of tutoring in the Spring for grades 1-5 on Wednesdays and Thursdays for Reading, Math and Writing.</p>
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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 Other

Findings	<p>The Parental Involvement Committee each year sends a survey to parents regarding their perspective of the programs, activities and services offered at the campus. The committee then reports the findings to admin for consideration to implement change based on parents suggestions and comments from the survey. There was an increase in parent participation at campus functions. This year the teachers utilized Remind to communicate with parents and inform them about happenings at school and they were required to send 1 remind per month. The parents really gave great feedback and enjoyed remind. It will be a campus requirement to send 1 remind per week.</p>
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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.

Teacher surveys

Parent surveys

Student surveys or panels

Discipline

Student attendance

Extra-curricular activities and clubs

Other

Findings	The Parental Involvement Committee each year sends a survey to parents regarding their perspective of the programs, activities and services offered at the campus. The committee then reports the findings to admin for consideration to implement change based on parents suggestions and comments from the survey. There was an increase in parent participation at campus functions. This year the teachers utilized Remind to communicate with parents and inform them about happenings at school. It is recommended that we implement the use of student surveys and teacher surveys next year to monitor school climate from a more holistic perspective.
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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	In general over the past seven years teacher turnover has been relatively low. One teacher left Myers at the end of the year and transferred to a school closer to her home and 2 teachers left Myers because they got promotions as specialists in other campuses. The past 4 years the campus staff development focus has primarily been on fluency and problem solving. Each year there has been an increase of teachers wanting additional staff development on technology integration since it is required that each teacher integrates technology in at least 4 lessons per year. Teachers are more actively utilizing their Google drives to share documents with one another as well as utilize Google classroom more effectively to engage students in their learning through the use of technology as well as utilizing their teacher issued ipads.
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Priority Needs

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

Priority Need 1

Reading - Our focus will be to ensure that classroom teachers will be affording guided reading to all students weekly. We will continue to focus on improving reading fluency for students in grades K-5 by providing opportunities for grade levels to vertically plan Reading (with continued focus on Phonics instruction for K-3)
 We will utilize staff to provide Reader's Workshop PD and continue to expect that teachers are having Read Aloud's with Accountable Talk, Focused Poetry, Independent Reading time, Guided Reading, and Strategy groups.
 We will continue with staff development, provide extra duty pay for after school tutoring and purchase resources in Reading to help build fluency for all student subgroups including - At-Risk, ELL, Economically-disadvantaged and migrant students in all grade levels PreK-5.

- 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

Math - Our focus will be to ensure that classroom teachers will be implementing Guided Math in their daily Math instruction. We will continue to help students become proficient at selecting the appropriate operations needed to solve word problems. We will provide hands-on staff development opportunities to allow teachers to build math activities that they can use in their classroom. We will provide extra duty pay for afterschool tutoring and purchase resources in Math for all student subgroups including - At-Risk, ELL, Economically-disadvantaged and migrant students in all grade levels PreK-5.

- 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

Writing - We will focus on the implementation of Writers Workshop for K-5. Based on the STAAR Writing scores we are below the district and the state on our performance. We will provide extra duty pay for after school tutoring and purchase resources in Writing that may be needed for all student subgroups including - At-Risk, ELL, Economically-disadvantaged and migrant students in all grade levels Pre K-5.

- 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 4

AVID - In grades 3-5 all students will implement the use of planners to help teach organizational skills to facilitate their learning.

CSF 1 Academic Performance

Priority Need 5

Science - Provide hands on learning experiences and experiments for students to complete when they visit the science classroom.

CSF 1 Academic Performance

CSF 2 Use of Quality Data to Drive Instruction

Campus: MYERS ES

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 05/16/2017

SAT Member	Name	Signature
Principal	Tesilia Garza	
Parent Community Representative	Julieta Ramirez	
Staff Representative	Meriam Collazo-Garcia	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Blanca Johnson	Parent
Letty Haley	Staff Member
Mary Saenz	Staff Member
Stacy Griffith	Staff Member
Kristy Montemayor	Staff Member
Sylvia Cantu	Staff Member
Lisa Castro	Staff Member

CAMPUS: MYERS 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		Myers Academy - Guided Reading overview and Data Review of STAAR Reading	Instruction	Classroom teachers k-5, Specialists	All students		6
08/22/2017		Myers Academy - Guided Math overview and Data Review of STAAR Math	Instruction	k-5, Specialists	All students		6
08/23/2017		Myers Academy - Writer's Workshop overview and Data Review of STAAR Writing	Instruction	k-5, Specialists	All students		6
10/09/2017		Team building and 2nd 9 weeks Team Planning	Curriculum	pk-5, Specialists	All students		3
11/20/2017	08/15/2017	Myers Retreat - Team building and Team Planning	Collaboration	pk-5, Specialists	All students		6
11/21/2017		Teachers were required to attend their own teacher choice hours	Curriculum	pk-5, Specialists	All students		6
02/19/2018		Team building and 3rd 9 weeks Team Planning	Collaboration	pk-5, Specialists	All students		3

CAMPUS: MYERS ES

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	72%	34%	70%	74%	76%	74%	42%	23%	76%
African-American	67%	27%	65%	62%	72%	61%	22%	17%	65%
Hispanic	70%	33%	72%	70%	74%	74%	41%	21%	76%
White	85%	55%	85%	84%	86%	80%	67%	47%	82%
Economically Disadvantaged	66%	28%	65%	66%	68%	70%	38%	19%	72%
Special Education	42%	21%	40%	44%	48%	58%	32%	13%	60%
At-Risk	59%	16%	60%	58%	58%	63%	27%	10%	65%
Limited English Proficient	69%	24%	67%	62%	63%	76%	41%	18%	78%
Asian	N/A	N/A	N/A	89%	78%	100%	100%	0%	100%
American Indian	N/A	N/A	N/A	73%	58%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	71%	N/A	N/A	N/A	N/A
Two or More	100%	67%	85%	80%	87%	100%	100%	60%	100%

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	50%	24%	55%	64%	62%	56%	22%	9%	60%
African-American	50%	0%	50%	53%	56%	29%	0%	0%	50%
Hispanic	48%	22%	52%	60%	59%	56%	20%	8%	60%

White	100%	50%	80%	72%	73%	80%	50%	20%	82%
Economically Disadvantaged	49%	21%	45%	56%	52%	55%	23%	9%	60%
Special Education	25%	25%	25%	33%	32%	29%	29%	14%	45%
At-Risk	40%	12%	45%	44%	37%	39%	15%	7%	50%
Limited English Proficient	49%	18%	60%	54%	49%	65%	26%	9%	70%
Asian	N/A	N/A	N/A	85%	72%	N/A	N/A	N/A	100%
American Indian	N/A	N/A	N/A	61%	71%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	67%	50%	N/A	N/A	N/A	N/A
Two or More	100%	100%	100%	70%	76%	50%	50%	50%	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	Meets Standard	Masters Standard	
All Students	74%	41%	76%	79%	80%	74%	41%	21%	76%
African-American	53%	13%	62%	66%	72%	56%	28%	17%	60%
Hispanic	73%	40%	76%	77%	78%	74%	39%	19%	76%
White	100%	75%	100%	87%	88%	87%	60%	27%	88%
Economically Disadvantaged	67%	37%	72%	73%	73%	69%	37%	17%	74%
Special Education	52%	21%	55%	53%	56%	48%	32%	19%	50%
At-Risk	63%	27%	68%	67%	65%	64%	24%	11%	65%
Limited English Proficient	76%	39%	74%	73%	72%	81%	36%	21%	83%
Asian	N/A	N/A	N/A	94%	86%	100%	100%	100%	100%
American Indian	N/A	N/A	N/A	78%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	80%	78%	N/A	N/A	N/A	N/A
Two or More	83%	67%	90%	82%	89%	100%	100%	100%	100%

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	Meets Standard	Masters Standard	
All Students	71%	26%	73%	73%	76%	63%	30%	5%	71%
African-American	86%	29%	88%	59%	68%	50%	0%	0%	60%
Hispanic	67%	22%	70%	68%	73%	61%	28%	5%	71%
White	91%	55%	93%	84%	87%	100%	100%	0%	100%
Economically Disadvantaged	66%	19%	70%	65%	67%	52%	24%	4%	60%
Special Education	38%	8%	38%	44%	46%	50%	20%	0%	60%
At-Risk	58%	12%	58%	56%	59%	53%	22%	4%	65%
Limited English Proficient	65%	18%	68%	57%	58%	71%	35%	10%	75%
Asian	N/A	N/A	N/A	89%	75%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	N/A	73%	60%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	93%	N/A	N/A	N/A	N/A
Two or More	50%	50%	55%	81%	86%	100%	100%	0%	100%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	96.2%	96.3%
African-American	95.4%	95.8%	97.6%	97.7%
Hispanic	95.6%	95%	96.2%	96.3%
White	96%	95.8%	95.7%	96%
Economically Disadvantaged	95.4%	94.4%	96%	96.1%
Special Education	94.5%	93.9%	94.8%	94.9%
Limited English Proficient	96.4%	95.8%	96.8%	96.9%
Asian	97.8%	96.8%	99%	99.1%
American Indian	95.3%	95.2%	N/A	N/A
Hawaiian Pacific Islander	95.5%	96.1%	N/A	N/A
Two or More	95.9%	96%	99.1%	99.2%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% of Students Retained	0.98%	1.53%	0.98%

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : Reading - Our focus will be to ensure that classroom teachers will be affording guided reading to all students weekly. We will continue to focus on improving reading fluency for students in grades K-5 by providing opportunities for grade levels to vertically plan Reading (with continued focus on Phonics instruction for K-3)
 We will utilize staff to provide Reader's Workshop PD and continue to expect that teachers are having Read Aloud's with Accountable Talk, Focused Poetry, Independent Reading time, Guided Reading, and Strategy groups.
 We will continue with staff development, provide extra duty pay for after school tutoring and purchase resources in Reading to help build fluency for all student subgroups including - At-Risk, ELL, Economically-disadvantaged and migrant students in all grade levels PreK-5.

Goal : Ensure that all classroom teachers in grades K-5 are implementing Guided Reading with fidelity. (Missed System Safeguard Special Ed Reading)

Goal Details

Student Groups Impacted	All Students, African American, Special Education, At Risk, Eco-Dis, White, ELL, Migrant, Hispanic, Homeless
Funding Needed	State Compensatory
Timeline for Implementation	August 2017 - May 2018
November Progress Check	All classroom teachers have been provided an overview with expectations of what is expected for guided reading instruction by the reading specialists. Through walk-thrus and observations 80% of the classroom teachers have implemented guided reading in their daily language arts block. We still need to work on teachers in grades 4 & 5 to implement literature circles in their language arts block
March Progress Check	All classroom teachers have been provided an overview with expectations of what is expected for guided reading instruction by the reading specialists. Through walk-thrus and observations 80% of the classroom teachers have implemented guided reading in their daily language arts block. We still need to work on teachers in grades 4 & 5 to implement literature circles in their language arts block

June Progress Check	All classroom teachers have been provided an overview with expectations of what is expected for guided reading instruction by the reading specialists. Through walk-thrus and observations 80% of the classroom teachers have implemented guided reading in their daily language arts block. We still need to work on teachers in grades 4 & 5 to implement literature circles in their language arts block for next year. We will continue with this goal.
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Activity 1

Activity	Provide opportunities for GL teams to meet with the literacy specialists 1x every 5 weeks during their conference time to establish & review essential processes for guided reading that help build Reading fluency that ensure students are reading on grade level at the end of the year. Teachers & specialists will discuss best practice, plan activities to ensure high levels of learning for ALL students & an establish intervention plan to follow if the students are not achieving success.
Person Responsible	Classroom teachers, Literacy Specialists and Admin
Monitoring Measures	Walk-Thrus and observations
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	All classroom teachers K-5 will provide Guided Reading instruction for all students on a weekly basis in homogeneous groups according to their reading level a minimum of 2-3 times per week for students who are reading on or above grade level and a minimum of 4 times per week for students who are reading below grade level or for students who are at a Tier 2 or Tier 3 in Rtl for Reading.
Person Responsible	Classroom teachers, Reading Specialists, LST, Day tutors.
Monitoring Measures	IRI levels that are input every 9 weeks into NEAR and meetings with Admin and Specialists every 5 weeks to discuss students who are in Rtl in Reading.
Title 1 Fund	Yes

Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Grades K-2 will identify students who are reading below grade level and monitor their interventions and progress in eRtI. They will identify those students who cannot attend afterschool tutoring due to transportation and they will recommend them for pullout support with the during the day tutor for 4 times per week in 30 minute sessions.
Person Responsible	Classroom teachers, Reading Specialists, LST, day tutors and admin.
Monitoring Measures	Data that is input into eChild for RtI
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, 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 4

Activity	All classroom teachers in grades 4-5 will implement Literature Circles in during their Language Arts block to provided enrichment opportunities for students who are reading at or above grade level. Teachers will be required to offer at the minimum 1 literature circle opportunity per semester.
Person Responsible	Classroom teachers, Literacy Specialists and Admin.

Monitoring Measures	Evidence provided in Reading lesson plans.
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 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 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 4. Develop and implement processes for vertical collaboration across bands of stakeholders.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 2

Need : Math - Our focus will be to ensure that classroom teachers will be implementing Guided Math in their daily Math instruction. We will continue to help students become proficient at selecting the appropriate operations needed to solve word problems. We will provide hands-on staff development opportunities to allow teachers to build math activities that they can use in their classroom. We will provide extra duty pay for afterschool tutoring and purchase resources in Math for all student subgroups including - At-Risk, ELL, Economically-disadvantaged and migrant students in all grade levels PreK-5.

Goal : Ensure that all classroom teachers in grades K-5 are implementing Guided Math daily with fidelity . (Missed System Safeguard in Special Ed Math)

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, Title II, Title III
Timeline for Implementation	August 2017 - May 2018
November Progress Check	STAAR data has been reviewed with all professional staff. 65% of Classroom teachers have created MobyMax pathways for students. The Math Specialist has provided PD opportunities for classroom teachers to plan and create Math stations for the students to work on while the teachers are providing Guided Math instruction. 60% of the teachers are implementing Guided Math with fidelity
March Progress Check	80% of classroom teachers have implemented Guided Math with fidelity.
June Progress Check	80% of classroom teachers implemented Guided Math with fidelity we will continue with this goal next year.

Activity 1

Activity	Grade level teams PK-5 will review STAAR data at the beginning of the year at the Myers Data day. TEKS in which the campus did well on and TEKS which the campus needs to improve on will be identified. TEKS that need improvement will be identified for grades 3rd - 5th.
Person Responsible	Classroom teachers, Math Specialist, Admin
Monitoring Measures	Evidence of student work samples brought at each VPT meeting.
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 2

Activity	Teachers will identify students who are working below grade level in Math and they will recommend them for after school tutoring or for tutoring during the day with the Math tutor.
Person Responsible	Classroom teachers, Math specialist, campus Math Tutor and admin.
Monitoring Measures	student performance on end of unit math assessments, and CDB 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	

Activity 3

Activity	Teachers in grades K- 5th will track and encourage student use and progress of student usage of iReady Math or Moby Max Math. Each teacher will be responsible for setting the child's pathway once they have taken the initial placement test. Teachers will be responsible for ensuring that each student successfully completes the minimum lessons set for each grade level per month from Sept-May scoring a 65% or higher according to the child's ability in Math.
Person Responsible	K-5 classroom teachers, Math Specialist and Admin.
Monitoring Measures	Online program monthly Reports

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 4

Activity	All classroom teachers K-5 will provide Guided Math instruction for all students on a weekly basis a minimum of 2-3 times per week for students who are on or above grade level in math and a minimum of 4 times per week for students who are working below grade level or for students who are at a Tier 2 or Tier 3 in Rtl for Math.
Person Responsible	Classroom teachers
Monitoring Measures	Admin will be responsible for walk-thrus and observations checking for guided math instruction and Math Specialists will provide coaching for teachers needing support in implementing guided math.
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4
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 : Writing - We will focus on the implementation of Writers Workshop for K-5. Based on the STAAR Writing scores we are below the district and the state on our performance. We will provide extra duty pay for after school tutoring and purchase resources in Writing that may be needed for all student subgroups including - At-Risk, ELL, Economically-disadvantaged and migrant students in all grade levels Pre K-5.

Goal : Ensure that all classroom teachers in grades K-4 are implementing Writer's Workshop with fidelity. (Missed System Safeguard in Writing All Students, Hispanic, Eco. Dis.)

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, Title II, Title III, State Compensatory
Timeline for Implementation	August 2017-May 2018
November Progress Check	Literacy Specialists provided a Writer's Workshop overview to the teachers and have had 1 Writing Planning meeting where they modeled a Writer's Workshop mini lesson and teachers brought student writing samples to analyze. Literacy Specialists modeled how to create a Writer's Workshop mini lesson using the authentic literature in the Writer's Workshop tubs we have in the Literacy Closet.

March Progress Check	80% of Kinder-4th teachers have implemented Writer's Workshop to some degree.
June Progress Check	80% of Kinder-4th teachers implemented Writer's Workshop to some degree we will continue with this goal for next year and focus on the implementation with fidelity.

Activity 1

Activity	Literacy Specialists along with a couple of classroom teachers will provide an overview training of the foundations of Writers's Workshop and provide modeling for teachers that require more hands on support for implementing the program.
Person Responsible	Literacy Specialists, K-5 classroom teachers and admin
Monitoring Measures	writing sample submissions every 5 weeks.
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 2

Activity	Classroom teachers will be required to bring student writing samples to all Writing meetings with the Literacy Specialists and the teachers will be asked to... 1. Analyze their writing samples (strengths and weaknesses) 2. Review KUDs for current or upcoming genre 3. Create mini-lessons using the mentor texts in the Writer's Workshop tubs
Person Responsible	Literacy Specialists will provide the PD Classroom teachers will bring writing samples and create mini lessons using the Writers Workshop Tubs.
Monitoring Measures	Adminstration will monitor the implementation of mini lessons through lesson plans, walk-thrus and observations.
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4

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

Activity 3

Activity	During all Writing Planning Meetings with grade level teams Literacy Specialists will model a Writer's Workshop mini lesson for grades K-5 in English & Spanish and model how to use the Writer's Workshop Writing Tubs that are available in our Literacy closet. Literacy Specialists will model how to create Writer's Workshop mini lessons using a blank template of the Mini-Lesson Structure and the KUDs.
Person Responsible	Literacy Specialists
Monitoring Measures	Admin will be present in the meetings and provided monitoring through lesson plan checks, walk thrus and observations.
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4
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 4

Need : AVID - In grades 3-5 all students will implement the use of planners to help teach organizational skills to facilitate their learning.

Goal 5

Need : Science - Provide hands on learning experiences and experiments for students to complete when they visit the science classroom.

Goal : Increase student performance on 5th grade STAAR Science by 5-8%.

Goal Details

Student Groups Impacted	All Students, African American, Special Education, At Risk, Eco-Dis, White, ELL, Hispanic, 2 or More
Funding Needed	Local, State Compensatory
Timeline for Implementation	September 2017 - May 2018
November Progress Check	All 4th & 5th grade classes are going to the Science lab 1x per week to perform hand's on science experiments Science AST and Bilingual Science and Social Studies Facilitator have met to plan for Science meetings and feedback was given Science AST and Bilingual Science and Social Studies Facilitator met between the 1st and the 2nd nine weeks for a 1/2 day to plan for Science instruction for the 2nd nine weeks and plan for common assessments.
March Progress Check	We are continuing to make progress at achieving this goal 71% of the 5th graders passed the 5th grade Science CDB in January.
June Progress Check	In April we administered a full Mock Science STAAR test. Only 50% of the students passed the test. Mrs. Garza met with the 5th grade team and the Science AST to plan for a Science Blitz. During the planning meeting 8 weak TEKS were identified and each teacher took a weak TEK and planned a 1 hour hands on lesson to teach to a small group of students. The lesson included an exit ticket activity. Over 8 days the students rotated through the teachers group. In Mrs. Garza's group she went over the performance of the previous year's 5th graders on STAAR which was 63%. She showed the students the district comparison rank order and how the previous year's students were at the bottom of the list in comparison to other Northside Schools. We are pleased to report that the 5th graders scored 75% on STAAR and we exceeded our goal by 5% points.

Activity 1

Activity	All 4th and 5th grade Science classes will go to the Science classroom to perform a hands on science experiment 1x per week
Person Responsible	Classroom teachers and AST

Monitoring Measures	Science Classroom schedule
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	Bilingual Social Studies and Science Academic Support Teacher, Lilia Zamudio, will guide our Academic (Science) Support Teacher as she plans for Science meetings that are scheduled with grade levels 1x every 6 weeks. Zamudio will also be present in the Science meetings and give feedback for improvement to the AST.
Person Responsible	Admin, Science AST, Bilingual Science and Social Studies Facilitator
Monitoring Measures	Meeting agendas
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

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Activity	Bilingual Social Studies & Science Academic Support Teacher, Lilia Zamudio along with our Science AST will plan Science with the 5th grade team for a 1/2 day between the 1st & 2nd nine weeks, 2nd & 3rd nine weeks and 3rd & 4th nine weeks. They will focus on creating common assessments that will help drive their science instruction.
Person Responsible	Admin, Science AST, Bilingual Science and Social Studies Facilitator
Monitoring Measures	meeting agendas, walk-thrus and observations in Science
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4
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	
Timeline for Implementation	Sept 2017- May 2018
November Progress Check	The PE teacher is providing the students with rigorous physical activities during PE and healthy meal choices are promoted throughout. We need to work on posting more signs about my plate messages.
March Progress Check	The cafeteria has my plate signs posted. Our PE team continues to have conversations with students about making healthy meal choices.
June Progress Check	We will continue to discuss the My Plate program and healthy meal choices with students next year.

Activity 1

Activity	Post nutrition messages throughout the school specific to My Plate.
Person Responsible	PE Teachers
Monitoring Measures	Evidence of posters around campus
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Provide moderate to vigorous physical activity in physical education.
Person Responsible	PE teachers
Monitoring Measures	Lesson plans
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Promote healthy food choices in the cafeteria.
Person Responsible	All Staff
Monitoring Measures	Student meal choices in cafeteria
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

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

Promote a Safe Environment for Students and Staff	
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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	