



NORTHSIDE
SCHOOL



INDEPENDENT
DISTRICT



SCHOOL IMPROVEMENT PLAN

OTT ELEMENTARY SCHOOL

2017-2018

OUR MISSION

Ott Elementary will partner with our families and community to provide a safe and nurturing environment that allows students to achieve their greatest potential and become life-long learners.

OTT ES

Needs Assessment 2017-2018

Process

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

1. A SWOT Analysis was completed with all staff on 3-3-17 with a focus on Special Ed. data. This was revisited because this sub group has consistently been an area of need for our campus. Specifically, Ott missed systems safeguards for Sp. Ed. Reading for the 15-16 academic year, therefore a goal was developed for the 16-17 SIP for the campus.
2. A SWOT Analysis was completed with campus leaders on 3-20-17 with a focus on higher level learners. This was revisited because a SIP goal for the 16-17 academic year was developed to improve instructional practices to better serve our higher level achievers.
3. Our campus has been a PLC for the last 4 years. Early Release days have always been utilized to assist with planning and professional development opportunities. Planning includes specific protocols teams are to follow. Protocol includes teams developing SMART goals by analyzing current student data, designing a plan to support students by implementing research based interventions, and by also developing common assessments to capture student growth. There has also been new staff that have joined our staff and have not had the formal PLC training the campus received four years ago. This has caused some inconsistencies with the "buy in" with the PLC process. The district is now supporting the PLC process for all campuses and has begun the work of providing professional development for administrators and will also provide staff development for all campus leaders in August of 2017 with the expectation teams will return to the campuses and provide PLC staff development for the staff. Moving forward our planning times for the PLC process will need to be very strategic especially for our STAAR grade levels.

Data and Campus Practices Review

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

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

CSF 1: Academic Performance	
Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.	
<input checked="" type="checkbox"/>	STAAR/EOC/TAKS
<input type="checkbox"/>	Regression graphs
<input checked="" type="checkbox"/>	Student demographics
<input checked="" type="checkbox"/>	Special populations enrollment, performance, and LRE
<input type="checkbox"/>	TELPAS
<input 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 checked="" type="checkbox"/>	Other CDB Data, Corrective Reading/LLI data

Findings	<p>Findings from the Sp. Ed. Reading SWOT:</p> <ul style="list-style-type: none"> -The after school Homework Lab should not just be utilized to support Spec. Ed. students with homework. Homework Lab should now be called Learning Lab. -Students should be supported with work that addresses their academic needs. -Staff working in the lab need additional training to support instructional strategies being utilized by 3rd-5th teachers. -Corrective Reading intervention data suggests Sp.Ed. students have made growth. Program needs to be continued to be utilized to support all students reading two grade levels below. -LLI Reading intervention data suggests Sp. Ed. students have made growth. Program needs to be continued to be utilized to support all students struggling in reading. -Utilization of the ACTIV Panels for our special education collab. students has shown some gains in student achievement. Data will be tracked again for next year by the grant facilitator. Teachers will continue to be supported with needed professional development through the grant and additional PLC time for planning. <p>Findings from GT SWOT:</p> <ul style="list-style-type: none"> -Grade levels teams need to forward next year with providing enrichment groups for reading and math during morning intervention time for our high level learners. -GT teacher needs to be utilized during PLC planning with teachers to provide instructional support. -GT CDB scores are being tracked and indicates growth is being made. -Genius Hour for our 5th grade students has been very successful this year. Should be offered to not just 5th grade. <p>GT STAAR Scores for 2016</p> <p>6 GT students total 3rd grade</p> <p>100% Passing Approaches for Reading Masters level Rdg-67%</p> <p>100% Passing Approaches for Math Masters level Math-50%</p> <p>8 GT students total 4th grade</p> <p>100% Passing Approaches for Reading Masters level Rdg-75%</p> <p>100% Passing Approaches for Math Masters level Math-100%</p> <p>100% Passing Approaches for Writing Masters level Writing-63%</p> <p>13 GT students total 5th grade</p> <p>100% Passing Approaches for Reading Masters level Rdg-85%</p> <p>100% Passing Approaches for Math Masters level Math-92%</p> <p>100% Passing Approaches for Science Masters level Science-79%</p> <ul style="list-style-type: none"> -Morning Intervention Time has been better scripted for grades 1-2, growth has been positive and data driven. Researched based interventions will continue to be utilized in reading and math. -Teachers will continue to utilize eRtl with fidelity. -CDB data indicates Ott is consistently scoring above the district in most subject areas for grades 2-5.
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CSF 2: Use of Quality Data to Drive Instruction

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

Student attendance

Discipline

Grades

CDBs

Common Assessments

Other

Findings	<p>Findings from the Sp. Ed. Reading SWOT:</p> <ul style="list-style-type: none"> -16-17 Sp. Ed. STAAR progress data will need to be desegregated to track if Sp. Ed. students met their STAAR goal in Reading. -Current 3rd-5th grade Reading CDB data indicates Ott Sp. Ed. students are scoring very closely to NISD Sp. Ed. students. Scores are either a few points above, equal, or a few points below. -Corrective Reading intervention data suggests Sp.Ed. students have made growth. Program needs to be continued to be utilized to support all students reading two grade levels below. -LLI Reading intervention data suggests Sp. Ed. students have made growth. Program needs to be continued to be utilized to support all students struggling in reading. -Utilization of the ACTIV Panels for our special education collab. students has shown some gains in student achievement. Data will be tracked again for next year by the grant facilitator. Teachers will continue to be supported with needed professional development through the grant and additional PLC time for planning. <p>Findings from GT SWOT:</p> <ul style="list-style-type: none"> -Teachers will continue to track GT students utilizing multiple forms of assessments. -GT STAAR Scores for 2016 6 GT students total 3rd grade 100% Passing Approaches for Reading Masters level Rdg-67% 100% Passing Approaches for Math Masters level Math-50% 8 GT students total 4th grade 100% Passing Approaches for Reading Masters level Rdg-75% 100% Passing Approaches for Math Masters level Math-100% 100% Passing Approaches for Writing Masters level Writing-63% 13 GT students total 5th grade 100% Passing Approaches for Reading Masters level Rdg-85% 100% Passing Approaches for Math Masters level Math-92% 100% Passing Approaches for Science Masters level Science-79% -Data Reviews are well planned and effective. -1/2 day planning has assisted teams in utilizing the PLC model and will continue for 17-18 -2-5 grade teachers will continue to utilize targeted TEK recursive reviews developed by Math & Reading specialists daily. -1-2 grades teachers will use current student data to form intervention groups using the PLC model. -Utilization of the ACTIV Panels for our special education collab. students has shown some gains in student achievement. Data will be tracked again for next year by the grant facilitator. Teachers will continue to be supported with needed professional development for the ACTIV Panels next year.
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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.

<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 checked="" type="checkbox"/> Communication		
<input checked="" type="checkbox"/> Master schedule		
<input checked="" type="checkbox"/> Teacher and parent surveys		
<input type="checkbox"/> Other		
<table border="1"> <tr> <td style="width: 10%;">Findings</td> <td> <ul style="list-style-type: none"> -Campus Leaders committee is strong with a appropriate structures in place for decision-making. -PLC Team Feedback forms will continue to be sent to administration following team planning times. -SAT meetings will continue to be scheduled. -Leaders will continue to be developed and utilized in multiple capacities. -Administration will continue their work as Instructional Leaders. -TTESS will continue to be utilized as a growth tool for teacher performance. -Campus goals will be promoted utilizing multiple forms of communication. -Master calendar will continue to be centered around Sp. Ed. Collab. schedule. </td> </tr> </table>	Findings	<ul style="list-style-type: none"> -Campus Leaders committee is strong with a appropriate structures in place for decision-making. -PLC Team Feedback forms will continue to be sent to administration following team planning times. -SAT meetings will continue to be scheduled. -Leaders will continue to be developed and utilized in multiple capacities. -Administration will continue their work as Instructional Leaders. -TTESS will continue to be utilized as a growth tool for teacher performance. -Campus goals will be promoted utilizing multiple forms of communication. -Master calendar will continue to be centered around Sp. Ed. Collab. schedule.
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CSF 4: Increased Learning Time
<p>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.</p>
<input checked="" type="checkbox"/> Response to Intervention
<input checked="" type="checkbox"/> Interventions implementation and effectiveness
<input checked="" type="checkbox"/> Student identification for increased learning time
<input type="checkbox"/> Tutorials
<input type="checkbox"/> Other

Findings	<p>PLC 17-18 All staff will be trained in Aug. Data Reviews facilitated by principal will continue. Needed staff development will be provided.</p> <p>PLC planning for 17-18: -Student data will continued to be utilized. -Planning will continue to be strategic to address academic and enrichment support. -Planning will continue to be scheduled systematically. -Reading, Math, and GT Specialist will plan with teams to provide instructional support.</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>-PTA and campus will continue work to complete application for PTA School of Excellence for our campus. -Parent survey will be sent out before Thanksgiving and again in May. -Monthly Principal newsletters will continued to be shared out to the community through multiple forms of communication. -School and PTA partnership will continue to develop and promote after school campus wide events to include (carnivals, dances, holiday events/store, APEX Fun Run, movie nights) -Administration will continue to utilize Ott's Facebook page to highlight weekly campus events and information to the public. -Principal utilizes Remind to communicate to the Ott community and currently. Both Facebook and Remind have been found to be a positive forms of communicating with the Ott community. -Twitter has also been utilized by teachers and Principal to highlight campus activities and student engagement. -All teachers have a Remind account and are now sending home electronic copies of newsletters through email. -Ott PTA established an Ott PTA Facebook page as another form of communication with our community. -Student Council will continue to support the community by sponsoring drives. (Fisher House, Pets Alive, Food Bank). -Monthly Ott Spirit Nights will continue to be hosted by grade levels.</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

<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"> -Discipline referrals have decreased this year. -Anonymous teacher surveys to monitor school climate will be developed through Google forms. Data will be shared at monthly campus leaders' meetings. -Parent survey will be sent out before Thanksgiving and again in May. -Numerous after school clubs will continue to be offered for all grade levels. Chess club will be added to club choice for students. -Student attendance will continue to be a priority. -Weekly online WOW Journal will continued to be utilized for staff to affirm each other. Affirmations along with principal affirmations will continue to be included in the weekly principal bulletin. -Spirit Rallies to include student recognitions for Pillars, goal setting, attendance, and academic achievement will continue. -Community mentors and WATCH DOGS will continue work on campus with students.

CSF 7: Teacher Quality	
Teacher Quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development. Evidence shows that low income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers.	
<input checked="" type="checkbox"/> Teacher attendance	
<input checked="" type="checkbox"/> Teacher experience and years on campus	
<input type="checkbox"/> Class size	
<input checked="" type="checkbox"/> Staff retention rates	
<input checked="" type="checkbox"/> Alignment of curriculum, instruction, assessment	
<input checked="" type="checkbox"/> Alignment of CDB scores and STAAR results	
<input checked="" type="checkbox"/> Effectiveness of planning and collaboration	
<input checked="" type="checkbox"/> Professional development experiences and requests	
<input type="checkbox"/> Other	
Findings	<ul style="list-style-type: none"> -Quality professional development is offered with campus needs in consideration. -Campus initiatives with new staff and teachers are revisited. -Continue to hire quality staff who will give 100% at all times. -98% rate of staff attendance for the entire of the year. Ott had 6 teachers with perfect attendance this year. -PLC model is utilized to drive instruction and interventions. -Instructional support continues for teachers through T-TESS targeted goals.

Priority Needs

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

Priority Need 1

There is a significant gap in the Special Education students that passed STAAR Reading compared to all STAAR reading scores.

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

Priority Need 2

There is a gap in the students that received a Masters level on all STAAR tests and the students that should have receive Masters based on formative assessments.

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

Priority Need 3

Strategic planning for academic support is inconsistent across grade levels.

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

CAMPUS: OTT 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 Refresher/Dyslexia Training	Instruction	All	All		3
08/22/2017		PLC Training/Gradebook Training	Collaboration	All	All		2
08/23/2017		Military Youth Training	Collaboration	All	All		2
10/09/2017		District PD	Instruction	All	All		6
11/20/2017	08/14/2017	Campus Team Building	Collaboration	All	All		6
11/21/2017	08/15/2017	PLC Planning	Collaboration	All	All		6
02/19/2018	02/19/2018	District PD	Instruction	All	All		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	84%	50%	85%	74%	76%	83%	48%	24%	85%
African-American	84%	50%	85%	62%	72%	87%	47%	24%	89%
Hispanic	83%	46%	84%	70%	74%	79%	45%	22%	81%
White	85%	59%	86%	84%	86%	88%	51%	24%	90%
Economically Disadvantaged	78%	42%	79%	66%	68%	76%	40%	20%	78%
Special Education	51%	24%	55%	44%	48%	57%	26%	16%	59%
At-Risk	63%	18%	64%	58%	58%	61%	16%	6%	63%
Limited English Proficient	100%	25%	100%	62%	63%	83%	67%	33%	85%
Asian	100%	50%	100%	89%	78%	80%	60%	40%	82%
American Indian	100%	100%	100%	73%	58%	100%	100%	0%	100%
Hawaiian Pacific Islander	100%	100%	100%	75%	71%	100%	100%	67%	100%
Two or More	83%	42%	84%	80%	87%	93%	64%	36%	89%

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	77%	41%	78%	64%	62%	69%	33%	7%	71%
African-American	83%	50%	84%	53%	56%	67%	42%	0%	69%
Hispanic	78%	38%	79%	60%	59%	65%	25%	6%	67%
White	73%	43%	74%	72%	73%	75%	44%	16%	77%
Economically Disadvantaged	82%	38%	83%	56%	52%	61%	23%	0%	63%

Special Education	29%	10%	30%	33%	32%	41%	23%	5%	43%
At-Risk	48%	7%	48%	44%	37%	32%	8%	0%	34%
Limited English Proficient	100%	0%	100%	54%	49%	100%	100%	0%	100%
Asian	N/A	N/A	N/A	85%	72%	50%	0%	0%	52%
American Indian	N/A	N/A	N/A	61%	71%	100%	100%	0%	100%
Hawaiian Pacific Islander	100%	100%	100%	67%	50%	N/A	N/A	N/A	N/A
Two or More	67%	33%	68%	70%	76%	100%	100%	0%	100%

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	85%	51%	86%	79%	80%	84%	50%	24%	86%
African-American	87%	47%	88%	66%	72%	71%	37%	11%	73%
Hispanic	84%	47%	85%	77%	78%	82%	46%	24%	84%
White	86%	62%	87%	87%	88%	90%	60%	26%	92%
Economically Disadvantaged	82%	47%	83%	73%	73%	75%	41%	18%	77%
Special Education	67%	31%	68%	53%	56%	66%	29%	12%	68%
At-Risk	67%	19%	68%	67%	65%	63%	26%	9%	65%
Limited English Proficient	100%	0%	100%	73%	72%	83%	67%	50%	85%
Asian	83%	67%	84%	94%	86%	80%	20%	20%	82%
American Indian	100%	0%	100%	78%	77%	100%	0%	0%	100%
Hawaiian Pacific Islander	100%	100%	100%	80%	78%	100%	100%	33%	100%
Two or More	100%	33%	100%	82%	89%	93%	86%	43%	95%

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	79%	36%	80%	73%	76%	84%	57%	24%	86%
African-American	71%	36%	72%	59%	68%	78%	56%	11%	80%
Hispanic	76%	29%	69%	68%	73%	86%	53%	23%	88%
White	89%	48%	86%	84%	87%	79%	59%	29%	81%
Economically Disadvantaged	72%	28%	67%	65%	67%	74%	55%	19%	76%
Special Education	62%	23%	55%	44%	46%	52%	32%	16%	54%
At-Risk	57%	9%	50%	56%	59%	69%	28%	7%	71%
Limited English Proficient	N/A	N/A	N/A	57%	58%	N/A	N/A	N/A	N/A
Asian	100%	100%	100%	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%	100%	100%	50%	100%
Two or More	75%	25%	76%	81%	86%	88%	88%	13%	90%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	95.9%	97.9%
African-American	95.4%	95.8%	96.5%	98.5%
Hispanic	95.6%	95%	95.8%	97.8%
White	96%	95.8%	95.7%	97.7%
Economically Disadvantaged	95.4%	94.4%	95.2%	97.2%
Special Education	94.5%	93.9%	95.4%	97.4%
Limited English Proficient	96.4%	95.8%	95.8%	97.8%
Asian	97.8%	96.8%	96.5%	98.5%
American Indian	95.3%	95.2%	98.9%	100%
Hawaiian Pacific Islander	95.5%	96.1%	95.8%	97.8%
Two or More	95.9%	96%	96.1%	98.1%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	1.49%	1%
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17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : There is a significant gap in the Special Education students that passed STAAR Reading compared to all STAAR reading scores.

Goal : Special Education students will receive at least one progress measure point in STAAR reading for 2017-2018.

Goal Details

Student Groups Impacted	Special Education
Funding Needed	
Timeline for Implementation	2017-2018 Academic year
November Progress Check	<ul style="list-style-type: none"> -Teachers are following the district reading timeline and using KUDs to teach reading genres through whole group and guided reading group -Teachers are collecting specified genre writing samples from students at the end of each reading genre unit -Case managers are collecting reading data based on SE students' annual reading goals -Teachers are collecting reading data from data checks during morning intervention based on Rti goals, guided reading groups, and classroom common assessments. -Students have completed one full round (9 weeks) of Corrective Reading and have begun a second round of Corrective Reading (3-5) during morning intervention time. Data is collected on a special education data spreadsheet and is reflected on special education progress reports. -Students have completed one full round (9 weeks) of LLI Reading and have begun a second round of LLI Reading during morning intervention time. Data is collected on a special education data spreadsheet and is reflected on special education progress reports.

March Progress Check	<p>-Teachers are following the district reading timeline and using KUDs to teach reading genres through whole group and guided reading group</p> <p>-Teachers are collecting specified genre writing samples from students at the end of each reading genre unit</p> <p>-Case managers are collecting reading data based on SE students' annual reading goals</p> <p>-Teachers are collecting reading data from data checks during morning intervention based on Rti goals, guided reading groups, and classroom common assessments.</p> <p>-Students have completed two full round (9 weeks) of Corrective Reading and have begun a third round of Corrective Reading (3-5) during morning intervention time. Data is collected on a special education data spreadsheet and is reflected on special education progress reports.</p> <p>-Students have completed two full round (9 weeks) of LLI Reading and have begun a third round of LLI Reading during morning intervention time. Data is collected on a special education data spreadsheet and is reflected on special education progress reports.</p> <p>CDB Data reviews were conducted in January 2018 in grades 2-5; data was used to track student progress and make intervention decisions</p> <p>5th grade students took the online STAAR reading interim pilot assessment; immediate data was provided to modify existing intervention reading groups</p> <p>3-5 grade selected certain students (included SE students) to participate in after school reading tutoring for 4 weeks (8 days)</p> <p>Kinder teachers began LLI small group intervention groups</p> <p>Learning Lab for all SE students continued after school Tues-Thurs each week; reading support was provided during Learning Lab time</p>
June Progress Check	<p>According to TEA 2018 Closing the Gap Status Table, 59% of Special Education earned growth status and met the target.</p> <p>2017-2018 4th grade special education students: 4 out of 10 SE students made a progress measure of 1 or higher on the 2018 STAAR Reading Assessment.</p> <p>2017-2018 5th grade special education students: 10 out of 18 SE students made a progress measure of 1 or higher on the 2018 STAAR Reading Assessment.</p>

Activity 1

Activity	Reading genre studies will be taught with fidelity.
Person Responsible	<p>All classroom teachers</p> <p>Grade level Reading VAT member</p> <p>Reading Specialist</p>
Monitoring Measures	<p>Lesson plans aligned with scope & sequence and KUD's</p> <p>Common Assessment data</p> <p>CDB data</p> <p>STAAR data</p>
Title 1 Fund	

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 2

Activity	Reading data will be reviewed and monitored for growth for special education students. This will be done monthly.
Person Responsible	Classroom teachers Reading Specialist
Monitoring Measures	Formal and informal assessments.
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	Corrective Reading will be implemented during morning interventions for special education students who qualify.
Person Responsible	Corrective reading teacher
Monitoring Measures	Pre-assessment and post-assessments after 6 weeks.

Title 1 Fund	
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	LLI reading intervention will be implemented during morning interventions for special education students who need reading support and did not qualify for Corrective Reading.
Person Responsible	LLI intervention teacher
Monitoring Measures	Pre-assessment and post-assessments after 6 weeks.
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 : There is a gap in the students that received a Masters level on all STAAR tests and the students that should have receive Masters based on formative assessments.

Goal : At least 25% of tested students will perform at the STAAR Master's level for the 2017-2018 academic year.

Goal Details

Student Groups Impacted	2 or More
Funding Needed	
Timeline for Implementation	2017-2018 academic year

November Progress Check	<p>-Kinder implements enrichment for higher level learners through enrichment tub rotations. 1st grade implements enrichment for higher level learners through differentiated instruction activities throughout weekly lesson plans. 2nd grade implements enrichment for higher level learners through a morning enrichment group (2x/week for 30 minutes)</p> <p>-3rd grade has not made progress towards this goal with a consistent grade level enrichment program. 4th grade higher level learners receive enrichment from the math specialist on campus (2x/week; 30 minutes). 5th grade higher level learners receive morning enrichment Mon-Thurs (30 minutes) through Genius Hour from the campus librarian and have completed 3 rounds of STEM activities via Einstein Day (scheduled on certain Fridays for 2 hours)</p> <p>-Ott GT specialists sends out PD and enrichment activities via her Google Classroom and schedules PD and time with teachers when requested by teams</p>
March Progress Check	<p>-Kinder implements enrichment for higher level learners through enrichment tub rotations. 1st grade implements enrichment for higher level learners through differentiated instruction activities throughout weekly lesson plans. 2nd grade implements enrichment for higher level learners through a morning enrichment group (2x/week for 30 minutes)</p> <p>-3rd grade has not made progress towards this goal with a consistent grade level enrichment program. 4th grade higher level learners receive enrichment from the math specialist on campus (2x/week; 30 minutes). 5th grade higher level learners receive morning enrichment Mon-Thurs (30 minutes) through Genius Hour from the campus librarian and have completed 5 rounds of STEM activities via Einstein Day (scheduled on certain Fridays for 2 hours)</p> <p>-Ott GT specialists sends out PD and enrichment activities via her Google Classroom and schedules PD and time with teachers when requested by teams</p> <p>-All teachers were trained on Brain Boxes and Depth and Complexity Icons on Feb. 19, 2018</p> <p>-Teachers meet once a month during PLC/PIE meetings and create a math enrichment menu with DI activities for students to complete during the month</p>
June Progress Check	<p>2018 ALL STAAR Assessments: 164 out of 860, or 19% of all students performed at the STAAR Masters level.</p> <p>2018 Reading STAAR Assessment: 68 out of 317 students, or 21% of all students performed at the STAAR Masters level.</p> <p>2018 Math STAAR Assessment: 75 out of 318, or 24% of all students performed at the STAAR Masters level.</p> <p>2018 Writing STAAR Assessment: 7 out of 109, or 6% of all students performed at the STAAR Masters level.</p> <p>2018 Science STAAR Assessment: 14 out of 116, or 12% of all students performed at the STAAR Masters level.</p>

Activity 1

Activity	K-2 grade higher level learners will attend a curriculum aligned 30 minute enrichment opportunity daily.
Person Responsible	Enrichment teacher Grade level teachers
Monitoring Measures	Pre and post assessments after 9 weeks.
Title 1 Fund	
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	Designated enrichment time will be strategically scheduled by each grade level during the academic day.
Person Responsible	Grade levels
Monitoring Measures	Walk through data 3rd-5th STAAR data CDB data
Title 1 Fund	
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 3

Activity	GT specialist will provide staff development to classroom teachers.
Person Responsible	GT Specialist
Monitoring Measures	ERO Sign In
Title 1 Fund	
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 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 : Strategic planning for academic support is inconsistent across grade levels.

Goal : All stakeholders will contribute and participate in the PLC processes for our campus during scheduled planning.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	2017-2018 Academic year
November Progress Check	<ul style="list-style-type: none"> -Team leaders utilized PIE planning document as well as team created PLC agendas; discussion notes and action items for each team member were added to these documents and added to the Google Shared folder; 2nd grade has not implemented a PLC agenda at this time -The principal sent out guiding questions related to our SIP goals to be discussed by Vertical Alignment Teams (VATs); discussions were documents on VAT agendas and shared at Campus Leader Meetings -K-5 complete data reviews after common assessments have been administered across the grade level -2-5 CDBs have been scheduled for the month of January and data reviews have been scheduled the week after each CDB for all grade levels; these data review meetings have been added to the campus Google calendar -K-4 teams hold monthly Tier II meetings; 5th grade holds weekly Tier II meetings and Tier II documents are shared with the Rti committee (admin, counselors, and reading/math specialists)

March Progress Check	<ul style="list-style-type: none"> -Team leaders utilized PIE planning document as well as team created PLC agendas; discussion notes and action items for each team member were added to these documents and added to the Google Shared folder; 2nd grade has not implemented a PLC agenda at this time; a column was added to the PIE planning document for math to include enrichment activities in the area of math to be completed during the month -The principal sent out guiding questions related to our SIP goals to be discussed by Vertical Alignment Teams (VATs); discussions were documents on VAT agendas and shared at Campus Leader Meetings -K-5 complete data reviews after common assessments have been administered across the grade level -2-5 completed CDBs in the month of January and participated in data reviews after each CDB; data reviews led to modifications in intervention groups -K-4 teams hold monthly Tier II meetings; 5th grade holds weekly Tier II meetings and Tier II documents are shared with the Rti committee (admin, counselors, and reading/math specialists) -6 staff members and two admin were registered for the upcoming PLC conference to be held July 2018
June Progress Check	<ul style="list-style-type: none"> -Two admin and 8 staff members attended the PLC conference in July 2018. -Two admin and 6 staff members attended Leadership Institute which had a focus on PLC and Common Assessments. -The instructional council will be presenting PLC refinements and Collaborative Common Assessments will be presented as beginning of year PD for 2018-2019.

Activity 1

Activity	Pre and post planning agendas will be dropped into a Google shared drive
Person Responsible	Team leaders
Monitoring Measures	Google folder monitored Administration walk-throughs during planning
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 4. Develop and implement processes for vertical collaboration across bands of stakeholders.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	PLC's and VATs will include SIP goals as a priority on the agendas. Agendas will include SIP focus and guided question(s). PLC Norms will be revisited.
Person Responsible	Campus Leaders VAT committee
Monitoring Measures	Campus Leaders' will develop SIP guided questions for agendas. Google agenda folder monitored PLC/VAT agendas and reflection from guided questions VAT representative will be responsible for communicating information according to PLC norms
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	Scheduled Data Reviews across grade levels
Person Responsible	Grade level teachers
Monitoring Measures	Formative and summative data
Title 1 Fund	
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	
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Activity 4

Activity	Tier II meetings will be scheduled and completed with fidelity
Person Responsible	Grade level teachers
Monitoring Measures	RtI data in Esped Grade level data sheets TIER II agendas share with RtI committee members
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

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

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

Goal :

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 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	2017-2018 Academic year
November Progress Check	<ul style="list-style-type: none"> -3-5 grade students completed beginning of year fitness gram -Red Ribbon Week was scheduled during October 2017; students participated in spirit week activities and lessons -No Name Calling Week is scheduled for January 2018 -APEX Fun Run is scheduled for April 2018
March Progress Check	<ul style="list-style-type: none"> Students participated in No Name Calling Week in January 2018 All grade levels participated in the APEX Fun Run in April 2018. All students participated in field day on April 24, 2018. Students attended the Heroes for Health assembly/guest speak March 2018 Bike Rodeo was held in March 2018 with a large number of participants from across the grade levels PE strength and conditioning program twice a week PTA held a healthy lifestyles event in the evening on April 18, 2018 with vendors and activities Farm Fresh Friday continues in the cafeteria once a month
June Progress Check	<ul style="list-style-type: none"> -Students were invited to an end of year PTA school dance on May 18, 2018. -5th grade students walked to the West Creek Park on June 1, 2018 (1 mile there and 1 mile back; participated in fitness activities during the day; basketball, kickball, tennis, playground, football) -Staff and community members attended the NEF 5K on May 5, 2018.

Activity 1

Activity	Fitness Gram
Person Responsible	PE Coach
Monitoring Measures	Beginning and end of the year data
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	Objective 3. Implement, provide, and maintain instructional facilities that support a safe, healthy, and comfortable learning environment in a growing community.

Activity 2

Activity	Red Ribbon Week
Person Responsible	Counselors Student Leadership VAT Grade level teachers
Monitoring Measures	Red Ribbon Week Agenda with weekly activities
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	Objective 3. Implement, provide, and maintain instructional facilities that support a safe, healthy, and comfortable learning environment in a growing community.
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Activity 3

Activity	No Name Calling Week
Person Responsible	Counselors Grade level teachers
Monitoring Measures	No Name Calling Agenda with weekly activities
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	Objective 4. Implement and promote a collaborative approach to school and community safety.

Activity 4

Activity	APEX Fun Run
Person Responsible	Grade level teachers
Monitoring Measures	Classroom goal setting
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	