



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

PASSMORE ELEMENTARY SCHOOL

2017-2018

OUR MISSION

J.B. Passmore Elementary will provide a safe, enriched, and respectful learning environment.

PASSMORE ES

Needs Assessment 2017-2018

Process

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

Wednesday, April 12th, SIP Prep Planning with Instructional Specialists and Administration 10:30am-2:30pm CSF1 and 2 in content area.

Tuesday, April 25th, SIP Prep Planning Specialist meet with Dr. Arteaga 4:00-5:00pm, prep for Faculty Meeting

Monday, May 1st- SIP share out of process and CSFs 1 and 2 with Faculty get SIP Volunteers, 3:00-4:00PM

Tuesday, May 2nd, SIP debrief 3:00-4:00pm- CSF's DR. A Meets with SIP Volunteers to review dates and expectations

Friday, May 5th, Early Release: SIP planning-Prek-5th 1:20-3PM. CSF's 3-7: create Strengths/ Weaknesses/ Opportunities/ Threats through content area vertical teams

Monday, May 15th, 12:30-2:30pm Determine Root Cause with Specialists

Monday, May 15th, 3:15-4:15pm, Dr. Arteaga shared out (debrief and feedback) results of root cause with ILT

Tuesday, May 16th, Dr. Arteaga and Mr. Villalobos at SIP Planning Open Lab, 8:30am-12:30pm

Thursday, May 25th SIP planning, 11:30am-3:30pm input major activities with Content Specialists

Thursday, May 25th, SAT Committee reviews priorities and staff development for 2017-2018.

Wednesday, July 18th, 9AM-3PM, Dr. Arteaga meets with Content Specialists to review priorities and STAAR results.

Monday, August 21st, review SIP with campus and STAAR results with campus, comments and feedback of SIP will be gathered from staff members.

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 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 IRI's and TPRI's

Findings	<p>SIP Committee Volunteers Renteria Zavala M Garcia Ontiveros Jackson For Writing: Noticings mentioned ... The Questions: The discrepancy between the mock in March and STAAR test was due composition - when you rate it, you give it a 1-4 whereas TEA rater is different. Mock was the STAAR test from the previous year and calibration was done from each other. Their papers were not good not addressing the prompt. The writing was focusing on writing what you're asked to write. Should we track last year's cohort to this year's cohort? There isn't a tracking for wtg. How much of a mirror was the mock to STAAR? The mock star was the previous year's STAAR test. The goals are expecting Sp. Ed. S to achieve at a much higher level than what they can perform. Why not have individual performance gains for S. If we can write a goal showing growth instead from one grade level in Sp. Ed. to the next year plotting their growth Reading Noticings mentioned... Are calibrations happening this yr? No, very few new T's. Do we need that? Yes, esp. In primary grades. Even if we had calibrated again, lack of monitoring. T's are needing to hold it accountable amongst themselves. If Q1 goes down, you are at 68% in Q2, Could our scores be higher. We need to do recalibration to figure out if we're on the right path. Accountability doesn't have to be through a walk through. Talk to T's about those not following. Admin. was not at all content level meetings due to scheduling and discipline issues that needed immediate attention. Admin and Specialists will review reading progress with teachers to address reading progress. What genre was tested on CDB1 vs CDB2 for all grades? CDB 1 - biography and expository CDB 2? Mixed genres that mostly reflect the genres taught: fiction, poetry, biography, nonfiction What is the plan to close the gap between EOY to BOY (summer)? We have two weeks prior to start of school, a school camp for those on TIER 3. Why can't reading levels A and B be Pre K EOY expectation? Why can't levels C and D be kinder EOY expectations? This may not be age appropriate. Pre-K is not required of Texas children and neither is kinder. Are the IRI's percentages based on a certain reading levels? Yes, IRIs are based on reading levels. Each grade level has required reading levels should be reading at. Why are IRIs lower percentage in Q3 for K and 1st? 1st are jumping from level e to f. Kinder is going from a to b. Also, possibly new students were added to the cohort or left the cohort. Why TPRI high percentage at E but IRI lower Q3? TPRI Science Noticings mentioned... Was the focus more on writing for CDB#1 time frame? No, it wasn't Why such a difference with scores between mock STAAR and other CDB's - mock STAAR is a comprehensive. Growth Mrs. Gonzales made a note that having all these assessments in particular mock STAAR helps note the hot spots. Math - Why a decrease in 5th gr. CDB#3? 5th grade decreased because of 3 reasons: 1. They tested all the 5th gr. skills from September-February. Some of the math skills were being rushed to cover skills to be tested in early February. 2. This cohort is better at retaining math skills in short chunks. That's why they were able to score better in CDB#2 because the skills covered there were from Sep-Nov. 3. Some of the classes were having discipline issues & that impacted academics as well. Drops in quarters on Math Action Wall? In the 1st quarter the totals for rituals & routines were less because of new teachers learning the math routines</p>
----------	---

required. In the 2nd. quarter that improved when Mrs. Gutierrez visited their classrooms to check for math rituals & routines.

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 IRI/TPRI

Findings	Grade	All	SpEd	EL
	3rd	51/69=74	5/9=56	12/21=57
	4th	57/78=73	3/7=43	17/21=81
	5th	65/77=84	9/13=69	8/12=67
	MATH	172/223=77	17/29=59	37/54=69
	Grade	All	SpEd	EL
	3rd	47/68=70	5/9=56	10/21=48
	4th	50/78=64	2/7=29	17/21=76
	5th	56/77=73	5/13=38	7/12=58
	READING	153/223=69	12/29=41	34/54=63
	Grade	All	SpEd	EL
	4th	48/80=60	4/8=50	15/21=71
	WRITING			
	Grade	All	SpEd	EL
	5th	48/80=60	7/13=54	8/12=67
SCIENCE				

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

<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

Findings	<p>Content: Writing</p> <p>CSF 3: Leadership Effectiveness</p> <p>Strengths:</p> <p>AST providing lessons and materials</p> <p>Modeling Lessons</p> <p>Planning</p> <p>Lunch-n-Learn (K, 4th)</p> <p>Weaknesses</p> <p>Availability of Writing specialist</p> <p>Primary grades need writing support (Inst spec, K, 1st, 3rd). 3DOTS</p> <p>Lack of writing celebrations</p> <p>Opportunities</p> <p>Have a Writing AST</p> <p>Writing Staff Development</p> <p>School-wide Journaling</p> <p>Threats</p> <p>“Writing starts in Kinder” support is not a priority EVER!</p> <p>Grammar notebooks not checked</p> <p>Content: Math</p> <p>CSF 3: Leadership Effectiveness</p> <p>Strengths</p> <p>Materials are readily available (manipulatives)</p> <p>Availability of curriculum/books</p> <p>Sharing ideas</p> <p>Goal oriented</p> <p>Monthly math meetings w/specialist</p> <p>Weaknesses</p> <p>Monthly planning more focused on ways to provide self-directed, collaborating/hands-on opportunities less on disseminating information. (K)</p> <p>Goals geared to intermediate vs. primary grade levels (Instructional Specialists)</p> <p>Lack of technology for primary grades</p> <p>Time allotted to observe other classrooms</p> <p>Opportunities</p> <p>Staff planning time allotted to pull apart TEKS and developing hands-on opportunities that invites self-direction and collaboration among the students</p> <p>Staff development/training opportunities to promote our weaknesses</p> <p>Provide time for teachers to observe other classrooms (admin watch while Teacher out observing)</p> <p>Threats</p> <p>Using information in new ways</p> <p>Teacher funded resources</p> <p>Budget (math)</p> <p>Not enough feedback from leadership (1st)</p> <p>Content: Reading</p> <p>CSF 3: Leadership Effectiveness</p> <p>Strengths</p> <p>Thursday meetings provided modeled lessons, resources, and ideas</p> <p>Use of genre / immersion charts</p> <p>Weaknesses</p> <p>Visibility of admin in classrooms due to new T-TESS, scheduling and discipline</p> <p>Debriefing of walkthroughs (4th, 5th)</p> <p>Sentence stems and oral language in classroom still lack</p> <p>Monthly planning - more focus ways to provide self directed, collaborated/ hands on opportunities is on disseminating info (2nd, 3rd, 4th)</p> <p>Opportunities</p> <p>Scheduled debriefs after walkthroughs at least once a quarter</p> <p>Peer observations</p> <p>Spotlight excellent lessons/ instruction with faculty</p>
----------	--

	<p>Threats</p> <p>Not enough time to attend professional development (K)</p> <p>Content: Science</p> <p>CSF 3: Leadership Effectiveness</p> <p>Strengths</p> <p>Data reviews</p> <p>Weekly grade level planning</p> <p>Analyzing common assessments</p> <p>Weaknesses</p> <p>Not enough common assessments (1st)</p> <p>Opportunities</p> <p>Positive notes/feedback on student products in hallways</p> <p>More discussions about notebooks</p> <p>Training on common assessments on CMS</p> <p>Threats</p> <p>Lack of walkthroughs with face feedback</p>
--	---

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 checked="" type="checkbox"/>	Tutorials
<input type="checkbox"/>	Other

Findings	<p>Content: Writing</p> <p>CSF 4: Increased Learning Time</p> <p>Strengths</p> <p>Lunch and Learn</p> <p>Collaborative teachers available</p> <p>Writing applications on computer</p> <p>Weaknesses</p> <p>No writing PAWS enrichment</p> <p>Integrated reading/writing</p> <p>Kid friendly - hands on activities</p> <p>Opportunities</p> <p>Drop everything and read/write</p> <p>Campus pen pals</p> <p>Flat Stanley project</p> <p>Encourage email communication</p> <p>Transitional time</p> <p>Threats</p> <p>Lack of writing celebrations</p> <p>No connection between reading and writing: not fluid (teacher capacity) (Inst. Spec, 4th, 5th) 3 DOTS</p> <p>Weak oral language</p> <p>Content: Math</p> <p>CSF 4: Increased Learning Time</p> <p>Strengths</p> <p>Collab planning</p> <p>Guided math</p> <p>Increased number of teachers implementing small group instruction</p> <p>PAWS</p> <p>Promoting TTM</p> <p>Fast Panther Rubric - increased rigor</p> <p>Math specialists pullout for Bubble High students to increase Advanced performance</p> <p>Weaknesses</p> <p>Conference time - utilize for planning ONLY. Share info via email. (ex. Deadlines, updates, etc)</p> <p>Timeline - falling behind</p> <p>Teachers in a new grade level or new to the campus</p> <p>Opportunities</p> <p>Schedule library and guidance back to back to help increase planning for teachers</p> <p>How can we continue to increase TTM usage?</p> <p>Continue promotion of attendance at beginning of the year</p> <p>Programs for retained/placed students</p> <p>Threats</p> <p>Behavior</p> <p>Students being pulled out for extra curricular programs or events (Idea - pull out during specials)</p> <p>Attendance</p> <p>Evaluate class formations (Dyslexic, speech, behavior, spec ed)</p> <p>Student Motivation from admin - (kids with behavior issues, retainees, placed students) (5th, 2nd)</p> <p>Content: Reading</p> <p>CSF 4: Increase Learning Time</p> <p>Strengths</p> <p>Lunch and Learn 4th and 5th grades</p> <p>PAWS intervention 1st - 5th grades</p> <p>Weaknesses</p> <p>K-5th after school tutoring (one round only) (K)</p> <p>Instruction interruptions (especially 5th grade)</p> <p>Opportunities</p> <p>Track PAWS Enrichment (Is it working?)</p> <p>Reminders to restructure daily schedules due to interruptions</p> <p>Threats</p>
----------	---

Student attendance
 interruptions
 Content: Science
 CSF 4: Increased Learning Time
 Strengths
 PAWS
 Science Family Night
 Data review days
 Science lab materials
 Student tracking progress
 Outdoor classrooms
 Garden club
 Lunch and Learn
 Young Astronauts / Star Gazing
 Solar Cars
 First Lego League
 STEM
 Flight Club (1st and 2nd Grade)
 Weaknesses
 No tutoring
 Lack of content field trips
 Not enough science clubs for primary grades (3rd)
 Opportunities
 Tutoring
 Warm-up problem (lower grades)
 Makerspaces (in Library)
 Technology use
 Threats
 Attendance
 Behavior

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>Content: Writing</p> <p>CSF 5: Family & Community Engagement</p> <p>Strengths</p> <p>Literacy Night</p> <p>PreK Literacy Night (5 training sessions)</p> <p>I-Station writing/Ready Rosie component</p> <p>1st Grade - Parent Info Night (May)</p> <p>Weaknesses</p> <p>Oral Language</p> <p>No Parent Night before STAAR</p> <p>Student - Led conferences not consistent</p> <p>Opportunities</p> <p>Passmore Publication</p> <p>Off campus Pen Pals</p> <p>Social Media communications (Bruce)</p> <p>PreK has literacy training to share w/K</p> <p>Threats</p> <p>Lack of parent education in literacy (3rd)</p> <p>Lack of student by-in</p> <p>"Reciprocal" engagement (parents-Passmore, Passmore - Parents)</p> <p>Content: Math</p> <p>CSF 5: Family and Community Engagement</p> <p>Strengths</p> <p>TTM lab in the morning</p> <p>Family night events</p> <p>Monthly math planning w/specialists</p> <p>Newsletters communicating school wide goals</p> <p>Weaknesses</p> <p>Continuous lack of parental involvement</p> <p>Attendance for family night events (3rd)</p> <p>Lack of parent information nights about STAAR</p> <p>Opportunities</p> <p>After school tutoring</p> <p>STAAR parent nights (with incentives for attendance)</p> <p>Grant for Saturday math camps</p> <p>Make and take summer math activities</p> <p>Math mentor program</p> <p>Threats</p> <p>Poor attendance at TTM lab</p> <p>Inconsistent attendance at after school tutoring</p> <p>Lack of communication with the community with sufficient time</p> <p>Lack of advertisement for events</p> <p>Content: Reading</p> <p>CSF Family and Community Engagement</p> <p>Strengths</p> <p>parent /teacher conferences</p> <p>Monthly calendar</p> <p>K-2nd attendance at Family Nights</p> <p>Weaknesses</p> <p>Online website - need more resources</p> <p>3rd - 5th low attendance at Family Nights</p> <p>Opportunities</p> <p>Offer door prizes or change the time to get more to attend family nights</p> <p>Utilize Bruce to get more resources on website for reading</p> <p>Ask Bruce to host a Family Tech info Night (5th)</p> <p>Threats</p> <p>Parents may not be checking for invites or may not have resources at home</p>
----------	---

Content: Science
 CSF 5: Family and Community
 Strengths
 Garden
 Garden Club
 First Lego League
 STEM Club
 Solar Cars
 Science Night
 Weaknesses
 Consistency with communicating school wide goals (maybe over intercom)
 Exposure to science academic vocabulary (5th, Instr. Spec)
 Science lab for STEM scopes all grades (or in hallway) (K, 4th)
 Opportunities
 Science Fair
 NHS hosts a science night
 Passmore Science Youtube (encourages families to do experiments at home and tag us)
 Integrating with community and businesses
 Threats
 PTA attendance, family night attendance, etc.

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	<p>Content: Writing</p> <p>CSF 6: School Climate</p> <p>Strengths</p> <p>85% of student have "good" attendance</p> <p>Lunch and Learn</p> <p>Students have been exposed to different genres of writing</p> <p>Weaknesses</p> <p>School wide attendance incentive</p> <p>Student writing samples displayed</p> <p>Post-It notes with words of encouragement from staff</p> <p>Opportunities</p> <p>Paw Prints - Monthly</p> <p>Golden Paw Award</p> <p>Writing Wall of Fame</p> <p>Pen Pal Group</p> <p>Blog</p> <p>Threats</p> <p>Low attendance in primary grades affects learning opportunity</p> <p>Consistent use of opportunities needed to find effective data</p> <p>Content: Math</p> <p>CSF 6: School Climate</p> <p>Strengths</p> <p>Staff support w/CDBs and STAAR</p> <p>Tutoring (after school and math tutor)</p> <p>PAWS intervention/enrichment</p> <p>FAST panther recognition</p> <p>Math rocks concert</p> <p>TTM recognition</p> <p>Problem-solving structures</p> <p>Weaknesses</p> <p>Student attendance</p> <p>Discipline issues</p> <p>Sub cancellations</p> <p>Math masters expectations</p> <p>Primary grades need extra time for routines/procedures and number sense (1st)</p> <p>Lack of volunteers to help students</p> <p>Opportunities</p> <p>Data review days</p> <p>Staff development</p> <p>Monthly math meetings</p> <p>Math committee meetings</p> <p>Math technology for students:</p> <p>TTM</p> <p>Prodigy</p> <p>Fast Math</p> <p>Fast Facts</p> <p>Planning with IST and district support teacher</p> <p>Threats</p> <p>New students to NISD</p> <p>Lack of parental involvement</p> <p>Lack of student computers in the classroom</p> <p>More TIP lab availability</p> <p>Content: Reading</p> <p>CSF 6: School Climate</p> <p>Strengths</p> <p>Staff retention</p> <p>Making thinking visible workshop high teacher attendance</p>
----------	--

<p>New to Passmore Club Teacher Red Wagon Weaknesses Provide incentives of same type of parents (2nd) Of students with perfect attendance Opportunities Leader college collaboration from other campuses Threats New students to Passmore Year to Date -> Content: Science CSF 6 School Climate Strengths Garden Science Night School Clubs Weaknesses Funding for resources and support Science vocabulary Opportunities Mentors and presenters Science clubs during the day (hands on enrichment) Parent volunteer for the clubs Utilize the TVs from cafeteria Threats Excess absences (2)</p>

CSF 7: Teacher Quality
Teacher Quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development. Evidence shows that low income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers.
<input checked="" type="checkbox"/> Teacher attendance
<input checked="" type="checkbox"/> Teacher experience and years on campus
<input type="checkbox"/> Class size
<input checked="" type="checkbox"/> Staff retention rates
<input checked="" type="checkbox"/> Alignment of curriculum, instruction, assessment
<input 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	<p>Content: Writing</p> <p>CSF 7: Teacher Quality</p> <p>Strengths</p> <p>18 staff members w/10+ years</p> <p>Writing AST</p> <p>Weaknesses</p> <p>Lack of vertical alignment planning/instruction</p> <p>Lack of writing Professional Development in 2016-2017 @ Passmore</p> <p>Writer's Workshop fidelity (4th)</p> <p>Opportunities</p> <p>Passmore Writing Rubric (teacher made kid friendly) (grade specific)</p> <p>Writing AST sentence structure professional development</p> <p>Threats</p> <p>Time working it in</p> <p>Teachers not aware of flexibility and personalizing to own classroom</p> <p>Teacher confidence</p> <p>Content: Math</p> <p>CSF 7: Teacher Quality</p> <p>Strengths</p> <p>Guided math structures</p> <p>Problem solving word structure</p> <p>Math planning with math specialist - Erica Arevalo</p> <p>Math specialists interventions</p> <p>Weaknesses</p> <p>Math journal staff development Oct 2015 (new staff)</p> <p>No confidence in teaching math lessons due to one member planning subject lessons for the grade level according to individual needs</p> <p>Behind on the timeline due to the need to close gaps</p> <p>Common assessments</p> <p>Opportunities</p> <p>Staff development</p> <p>Opportunity to ask specialist for clarification of lessons</p> <p>Grade level planning to share ideas and lessons</p> <p>Threats</p> <p>No opportunity to attend staff development (timing, class is full)</p> <p>Interruptions to the schedule</p> <p>Vertical planning to reflect on hotspots (3-5)</p> <p>Absences - (illness/discretionary)</p> <p>14 teachers - have 9 or more absences</p> <p>12 teachers - have 6 - 8.5 absences</p> <p>Content: Reading</p> <p>CSF 7: Teacher Quality</p> <p>Strengths</p> <p>Fluency and phonics summer training</p> <p>Targeted only language development component using Open Court</p> <p>Low teacher movement/placement in upper grades 3-5th</p> <p>Data review 3rd - 5th</p> <p>Weaknesses</p> <p>Teacher absences Data Review K-2nd (1st, 2nd)</p> <p>Masters of subject matter (Instr. Spec.)</p> <p>Opportunities</p> <p>Plan with specialist during counseling/library time</p> <p>Campus incentive and success celebration</p> <p>Threats</p> <p>Time frame limited for word work</p> <p>Interruptions (parades, blame game)</p> <p>Lack of growth mindset / innovator mindset</p>
----------	---

Fixed mindset
 CSF 7: Teacher Quality
 Strengths
 Building relationships students /teachers through sharing experiences
 Vertical planning and discussing ILT/OLT/Comm A
 Weaknesses
 5th Grade team - teacher turnover
 Inquiry notebooks - maintaining
 Opportunities
 Thinking Maps (continue usage)
 Committee A - collaborate with focus on identified opportunities
 Writing in Science book study
 Threats
 Time
 Unofficially can become a "non-priority"

Priority Needs

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

Priority Need 1

Problem Statement:

In 2017, 41% of 3rd, 4th and 5th grade Special Education students met standard on STAAR Reading and 50% of fourth grade Special Education students met standard in STAAR Writing.

CSF 2 Use of Quality Data to Drive Instruction

Priority Need 2

Problem Statement: In 2017, 77% of 3rd, 4th and 5th Grade Students met standard on STAAR Math and only 59% of 3rd-5th Grade Special Education Students met standard on STAAR.

CSF 2 Use of Quality Data to Drive Instruction

Priority Need 3

Problem Statement: In 2017, 79% of 5th Grade Students met standard on STAAR Science and only 54% of 5th Grade Special Education Students met standard on STAAR.

CSF 2 Use of Quality Data to Drive Instruction

Campus: PASSMORE ES

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 05/25/2017

SAT Member	Name	Signature
Principal	Veronica Arteaga	
Parent Community Representative	Brenda Serna	
Staff Representative	Christine Camarillo	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Rogelio Villalobos	Administrator
Kristina Diaz	Administrator
Alma Martinez	Central Office Representative
Gina Medina	Staff Member
Karina Renteria	Staff Member
Lindsey Nash	Community Member
Sara Woodrome	Staff Member
Alejandro Molina	Parent
Gilbert Barrera	Staff Member

CAMPUS: PASSMORE 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		STAAR Results, School Improvement Plan, and Campus Handbook Training AM On-Line District Training and Grade book and CMS for New Teachers	Collaboration	All Staff	All Students	Other	6
08/22/2017		Boystown- Romeo Cruz	Classroom Management	All Staff	All Students	Other	6
08/23/2017		Campus Expectations, De-escalation and Progressive Discipline /Day 1 Attendance and procedures	Classroom Management	All Staff	All Students	Local	6
10/09/2017		T-TESS Goal Reflection	Collaboration	All Staff	All Students	Local	6
11/20/2017		Team Building Campus Retreat- Am Technology Training	Technology	All Staff	All Students	Title I	6
11/21/2017		Reading Team Planning Math Team Planning	Collaboration	All Staff	All Students	Title I	6
02/19/2018		T- TESS Goal Reflection	Collaboration	All Staff	All Students	Local	6

CAMPUS: PASSMORE 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%	30%	73%	74%	76%	68%	34%	13%	68%
African-American	75%	0%	63%	62%	72%	75%	17%	0%	75%
Hispanic	73%	31%	73%	70%	74%	68%	35%	14%	68%
White	80%	20%	80%	84%	86%	75%	25%	0%	75%
Economically Disadvantaged	72%	30%	73%	66%	68%	67%	32%	11%	67%
Special Education	53%	20%	58%	44%	48%	47%	30%	7%	48%
At-Risk	65%	23%	73%	58%	58%	60%	24%	7%	60%
Limited English Proficient	70%	26%	70%	62%	63%	63%	29%	8%	63%
Asian	N/A	N/A	N/A	89%	78%	N/A	N/A	N/A	N/A
American Indian	0%	0%	N/A	73%	58%	50%	0%	0%	50%
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	71%	N/A	N/A	N/A	N/A
Two or More	N/A	N/A	N/A	80%	87%	100%	0%	0%	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	49%	26%	60%	64%	62%	58%	25%	8%	60%
African-American	60%	20%	60%	53%	56%	50%	25%	0%	50%
Hispanic	49%	26%	60%	60%	59%	59%	26%	9%	59%

White	N/A	N/A	N/A	72%	73%	0%	0%	0%	60%
Economically Disadvantaged	48%	27%	60%	56%	52%	53%	24%	9%	53%
Special Education	25%	17%	40%	33%	32%	43%	29%	0%	43%
At-Risk	41%	23%	60%	44%	37%	50%	23%	7%	50%
Limited English Proficient	61%	56%	65%	54%	49%	71%	29%	10%	71%
Asian	N/A	N/A	N/A	85%	72%	N/A	N/A	N/A	N/A
American Indian	0%	0%	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	N/A	N/A	N/A	70%	76%	N/A	N/A	N/A	N/A

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	73%	27%	75%	79%	80%	75%	39%	17%	75%
African-American	63%	25%	63%	66%	72%	83%	25%	0%	86%
Hispanic	73%	27%	75%	77%	78%	75%	40%	19%	75%
White	100%	40%	100%	87%	88%	50%	50%	25%	50%
Economically Disadvantaged	72%	27%	75%	73%	73%	73%	38%	16%	73%
Special Education	53%	23%	60%	53%	56%	63%	37%	7%	63%
At-Risk	65%	22%	75%	67%	65%	69%	32%	10%	69%
Limited English Proficient	71%	27%	75%	73%	72%	69%	36%	10%	69%
Asian	N/A	N/A	N/A	94%	86%	N/A	N/A	N/A	N/A
American Indian	0%	0%	N/A	78%	77%	50%	0%	0%	50%
Hawaiian Pacific Islander	N/A	N/A	N/A	80%	78%	N/A	N/A	N/A	N/A
Two or More	N/A	N/A	N/A	82%	89%	100%	0%	0%	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	81%	33%	80%	73%	76%	77%	39%	19%	77%
African-American	N/A	N/A	N/A	59%	68%	100%	20%	0%	100%
Hispanic	81%	31%	80%	68%	73%	76%	41%	21%	76%
White	67%	67%	70%	84%	87%	N/A	N/A	N/A	N/A
Economically Disadvantaged	78%	33%	80%	65%	67%	77%	34%	14%	77%
Special Education	78%	44%	65%	44%	46%	58%	17%	0%	58%
At-Risk	74%	24%	80%	56%	59%	73%	31%	13%	73%
Limited English Proficient	75%	25%	80%	57%	58%	67%	33%	17%	67%
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%	100%	0%	0%	100%
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	93%	N/A	N/A	N/A	N/A
Two or More	N/A	N/A	N/A	81%	86%	N/A	N/A	N/A	N/A

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	94.8%	95%
African-American	95.4%	95.8%	94.7%	95%
Hispanic	95.6%	95%	94.8%	95%
White	96%	95.8%	94.2%	95%
Economically Disadvantaged	95.4%	94.4%	94.6%	95%
Special Education	94.5%	93.9%	93.8%	94%
Limited English Proficient	96.4%	95.8%	96.2%	96%
Asian	97.8%	96.8%	95.8%	96%
American Indian	95.3%	95.2%	87.3%	95%
Hawaiian Pacific Islander	95.5%	96.1%	N/A	N/A
Two or More	95.9%	96%	98.9%	98%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% of Students Retained	0.98%	0.88%	90%

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : Problem Statement:
In 2017, 41% of 3rd, 4th and 5th grade Special Education students met standard on STAAR Reading and 50% of fourth grade Special Education students met standard in STAAR Writing.

Goal : 2017-2018 Language Arts Special Education Goal- 80% of 4th and 5th grade Special Education students score 1 OR 2 in Progress Measure in STAAR Reading.
SAFEGUARD FOCUS: SPECIAL EDUCATION IN LANGUAGE ARTS (READING)

Goal Details

Student Groups Impacted	Special Education
Funding Needed	
Timeline for Implementation	August 28, 2017- April 18, 2018

November Progress Check	<p>Monthly Meetings on Book Study of Who's Doing the Work- 9/07/2017; 10/05/2017; 11/2/2017 Language Arts Specialists meet weekly for planning book study and Grammar Noticings: 9/11/2017; 9/18/2017; 9/25/2017; 10/02/2017; 10/16/2017;10/23/2017;11/13/2017</p> <p>Journaling-Survey Results: All the Time: a) Show that I can accept constructive feedback and act upon it through goal setting 18/33=54%; b) Reveal that I am aware of the consequences of my decisions, values, and attitudes on my students and coworkers= 19/33=57%;</p> <p>Most of the time: a) Reveal awareness of what goes on in my mind while planning= 23/33=69%; b)Reveal awareness of what goes on in my mind while teaching = 21/33= 63%; c) Reveal that I am aware of how students learn by participating and observing= 20/33=60%</p> <p>I need to improve: a) Are detailed 9/33= 27% ; b) Reveal my curiosity about many things-how a language is learned, how my students learn, what they like and don't like and why= 9/33 =27%</p> <p>P.2 Create a monitor system of grammar and context instruction.Monthly ELAR planning with writing samples on grammar and context focus. A. 2. Lesson plans checked weekly with Grammar Matters identified. Noticings for writing samples was created by Writing AST and Early Lit Specialist and Staff development provided for PK-5th Grade teachers .</p> <p>Baseline Sample Results: 5th Noticings positive 110 Negative 110 Common Noticing: Paragraph indention 4th Noticings positive 150 Negative 105 Common Noticing: Capitalization 3rd Noticings positive 95 Negative 183 Common Noticing: Ending Punctuation Marks</p> <p>Adjustments: Action: Most findings should be reflected in lesson plans until mastery. Add Activity 3. Parent Facilitator and volunteers conducts homevisits to all PK and Kinder students to encourage and support Ready Rosie.</p>
-------------------------	--

<p>March Progress Check</p>	<p>Monthly Meetings on Book Study of Who's Doing the Work-12/5/17, 1/11/18, 2/1/18, 3/1/18 Language Arts Specialists and Special Ed Coordinator meet weekly for planning book study and Grammar Noticings: 12/11/17, 12/18/17, 1/8/18, 1/22/18, 1/29/18, 2/5/18, 2/12/18, 2/26, 3/5/18, 3/19/18 Journaling-Survey Results: Teachers are more aware of their planning and plan of action before, during and after delivering a lesson (76% avg) Teachers are more self reflected and able to self critique (70+%) More than 50% of teachers connect lessons to previous ones, determine evidence of learning through observations and product Teachers take Initiative to learn or find their own answers (50% avg)</p> <p>2. Lesson plans checked weekly with Grammar Matters identified December - March.</p> <p>Baseline Sample Results: 5th Noticings positive 107 Negative 188 Common Noticing: Ending Punctuation Marks 4th Noticings positive 156 Negative 67 Common Noticing: Ending Punctuation Marks 3rd Noticings positive 150 Negative 105 Common Noticing: Ending Punctuation Marks Finding: Students did not punctuate sentences due to run ons.</p> <p>3. Parent Facilitator- Homevisits and Information Sessions Kinder Team - Parent Information Session Bilingual Parent conferences addressed Usage of Ready Rosie Garcia: 6 Herrera: 6 Barrera: 10 Mata: 11</p> <p>4.Skill Level TPRI/ Tejas Lee in Kinder to 2nd Grade Reading Level (IRI /Running Records) Kinder BOY 40/243 - 16% 1st Grade BOY 30/160 - 19% 2nd Grade BOY 30/69 - 44%</p> <p>Kinder MOY 87/225 - 39%st Grade MOY 90/160 - 56% 2nd Grade MOY 45/69 - 65%</p> <p>All student and Special Ed passing rates with CDB. 3rd Grade All=36% Sped=25% 4th Grade All=36% Sp= 17% Sp.Ed Progress Measure 2/6=33% 5th Grade All= 28% Sp= 0% d= Sp. Ed Progress Measure 4/8= 50%</p> <p>5. Survey Results Parent Participation sign in =69 Survey Results: Quality Activities: 70%; Strongly Agree 30%; Agree Disagree=0%; Strongly Disagree=0%</p>
-----------------------------	--

	Adjustments: Writing-Continue the timeline and incorporate Ending Punctuation Marks in weekly lesson plans.
--	---

June Progress Check

A1:

Meetings on Book Study of Who's Doing the Work-4/04/18 (STAAR), 5/01/18
Language Arts Specialists and Special Ed Coordinator meet weekly for planning book study and Grammar Noticings: 04/2, 4/9, 4/16, 4/23, 5/7, 5/21

Journaling Survey Results:

2/3 of teachers are more metacognitive of their planning, student learning, teaching and consequences of owns decisions
BOY 9/10 reflections scored for "need to improve."
EOY 3/10 reflections scored for "need to improve."
Teachers taking initiative continues to score low after the book study.

Peer Exchange highlighted reading components in action in each grade level.
Instructional Rounds was reviewed to frontload for next year's expectation of instructional rounds during the reading block.

A2:

Lesson plans checked weekly with Grammar Matters identified April - May.

Baseline Sample Results:

5th Noticings positive 222 Negative 184 Common Noticing: Indentations
4th Noticings positive 317 Negative 237 Common Noticing: Prepositional Phrases
3rd Noticings positive 182 Negative 124 Common Noticing: Indentations
Finding:Overall, paragraph indentations is in need to improve for 2018-2019.

A3: Homevisits

Our count for Ready Rosie home visits was as follows:

April - 4

May - 5

June - 0

In the month of June, Parent Facilitator only targets our incoming 2nd graders, so there will not be any Ready Rosie home visit done.

A4:

Kinder EOY 345/360 96%; First Grade 505/780 65%; Second Grade 373/780 48%
MOY Tejas/Lea 87/225 39%; First Grade 90/160 56%; Second Grade 45/69 65%

5th Grade STAAR Reading 2018:

All 60/80=74%

ELL 11/15=73%

SpEd 2/8=25%

Progress Measure Sp Ed 6/8=75%

A5. Read Across America Completed March 1, 2018.

Activity 1

Activity	Book Study - Who's Doing the Work- with a focus on self reflection.
Person Responsible	Reading Specialists
Monitoring Measures	Journaling self- Video Instructional rounds Peer Exchange
Title 1 Fund	Yes
Title 1 Campuses	SWC 3
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Create a monitor system of grammar and context instruction.
Person Responsible	Writing AST
Monitoring Measures	Monthly ELAR planning with writing samples on grammar and context focus. Lesson plans
Title 1 Fund	Yes
Title 1 Campuses	SWC 3
Promote Community Involvement	
Educate Diverse Learners	

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

Activity 3

Activity	Parent Facilitator and Kinder Team hold parent information session with homevisits to follow up on usage.
Person Responsible	Parent Facilitator Parental Involvement Chair Kinder Team Leader
Monitoring Measures	Parent Facilitator- Homevisits and Information Sessions Kinder Team - Parent Information Session Usage of Ready Rosie
Title 1 Fund	Yes
Title 1 Campuses	SWC 6
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Language Arts Data review for PK to 5th Grade Teams. Grade level teams will review CDB information and TPRI/ Tejas Lee information and plan interventions and enrichment for students.
Person Responsible	Reading Specialists Early Literacy Specialist Writing Support Teacher
Monitoring Measures	Reading levels in TPRI/ Tejas Lee in Kinder to 2nd Grade All student and Special Ed passing rates with CDB.
Title 1 Fund	Yes

Title 1 Campuses	SWC 2, SWC 8
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	Read Across America Family Night
Person Responsible	Family Night Coordinator Language Arts Literacy Specialists
Monitoring Measures	Survey Results
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 6
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 2

Need : Problem Statement: In 2017, 77% of 3rd, 4th and 5th Grade Students met standard on STAAR Math and only 59% of 3rd-5th Grade Special Education Students met standard on STAAR.

Goal : 2017-2018 Math Goal- 80% of 3rd, 4th, and 5th grade students will meet standard on STAAR Math, and 80% of 4th and 5th grade Special Education students will score 1 or 2 in Progress Measure in STAAR Math.

SAFEGUARD FOCUS: SPECIAL EDUCATION STUDENTS IN MATH

Goal Details

Student Groups Impacted	Special Education
Funding Needed	
Timeline for Implementation	August 28, 2017-June 1, 2018
November Progress Check	<p>P1. 2017-18 Increase Imagine Math Lesson passing rate from 30 lessons to 35 lessons passed for the year, larger scale Imagine Math Lesson celebration for these students A.1. Imagine Math Lessons Passed=54% of All Students; 6% of Special Ed. For 50 lessons completed, students will have 30 minutes of computer games, arts/crafts, and ping pong table and dancing to music. December 15 Fall Celebration and May 25 Spring Celebration</p> <p>P2. Continue to make progress in our problem solving weekly rigor for all levels (work on K & 5th grade (new teachers) utilizing Fast Panther rubric. A2. Fast Panther student work= Fast Panther average from 9/15/17 to 10/6/17 was at a 2 overall on the rubric. Fast Panther average from 10/13/17 to 11/17/17 was a 3 overall on the rubric. The average for the rubric from 9/15/17 to 11/17/17 is 2.6 or a low 3. Adjustments: 1st grade has now started their individual student Fast Panther. Kinder will now start Fast Panther as a class chart.</p> <p>P3. During data review planning portion, Math Specialist and Special Ed grade level collaboration teacher will provided resources and assist with DI to address Sp. Education needs. A3. CDB and Common Assessments with Approach (52%), Met (70%) and Masters (90%)levels. Meeting with Collab & Sp. Education Teacher take place once a month during Math planning. Both teachers make accommodations as lessons are being planned. The Sp. Ed. Teachers continue to keep progress in Math with shared document "Special Education Math Progress 2017-2018". The main grade level common assessments are added on that progress document. All Student CDB 33% Special Ed 38% Difference of +7.</p>

<p>March Progress Check</p>	<p>A.1. Imagine Math Lessons Passed=89% of All Students (increase of 46%); 12% of Special Ed. For 50 lessons completed, students will have 30 minutes of computer games, arts/crafts, and ping pong table and dancing to music. April 20 Spring Celebration.</p> <p>A2. Fast Panther student work= Fast Panther average from 11/30/17 to 3/23/18 was at a 3.7 overall on the rubric.(increase of 1.1)</p> <p>A.3 CDB and Common Assessments with Approach (52%), Met (70%) and Masters (90%)levels. Meeting with Collab & Sp. Education Teacher take place once a month during Math planning. Both teachers make accommodations as lessons are being planned. The Sp. Ed. Teachers continue to keep progress in Math with shared document "Special Education Math Progress 2017-2018". The main grade level common assessments are added on that progress document.</p> <p>All Student CDB 33% Special Ed 38% Difference of +7.</p> <p>ALL students 76 Special Ed 50% difference of 26. All Student Group improved by 43%</p> <p>ALL students 49%@70 (& 76@Approaching) Special Ed 50% difference of 26 @ 70 (& Approaching). All Student Group improved by 43%</p> <p>Progress Measure for Students in Special Ed. who reached 1 or 2 =50% 4th total of sped students 2/6 ; number of students who reached 1 or 2 progress 5th Grade total of sped students 4/8; number of students who reached 1 or 2 progress</p> <p>A4. Results of Review and Rating of Math and Science Family Night by Parent and Family Engagement Committee: Exceeded Expectation Rating. 93 Parents were in attendance. Activity done November 7, 2017.</p> <p>Adjustments: 1st grade has continued their individual student Fast Panther. Kinder began individual student Fast Panther in December 2017.</p>
-----------------------------	--

June Progress Check	<p>A.1. Imagine Math Lessons Passed=92% of All Students (increase of 3%); 24% of Special Ed. For 50 lessons completed, students will have 30 minutes of computer games, arts/crafts, and ping pong table and dancing to music. April 20 Spring Celebration.</p> <p>A2. Fast Panther student work= Fast Panther average from 4/1/18 to 5/31/18 was at a 3.8 overall on the rubric.(increase of .1)</p> <p>A.3 CDB and Common Assessments with Approach (52%), Met (70%) and Masters (90%)levels. Meeting with Collab & Sp. Education Teacher take place once a month during Math planning. Both teachers make accommodations as lessons are being planned. The Sp. Ed. Teachers continue to keep progress in Math with shared document "Special Education Math Progress 2017-2018". The main grade level common assessments are added on that progress document.</p> <p>ALL students 77%; Special Ed 62% difference of 15. All Student Group improved by 23 points; SpED increase 35 percentage points.</p> <p>Progress Measure for Students in Special Ed. who reached 1 or 2 =65% 4th total of sped students 2/6 ; number of students who reached 1 or 2 progress 5th Grade total of sped students 4/8; number of students who reached 1 or 2 progress</p> <p>updated with STAAR only with 5th Grade</p> <p>A4. Activity done November 7, 2017.Results of Review and Rating of Math and Science Family Night by Parent and Family Engagement Committee: Exceeded Expectation Rating. 93 Parents were in attendance.</p> <p>Adjustments for 2018-2019: Continue Imagine Math starting with morning labs with 3rd-5th. Fast Panther will be campus wide on Tuesdays and Friday due to specialist. Related Facts and Number Sense - PD</p>
---------------------	--

Activity 1

Activity	2017-18 Increase Imagine Math Lesson passing rate from 30 lessons to 35 lessons passed for the year, larger scale Imagine Math Lesson celebration for these students
Person Responsible	Math Specialist
Monitoring Measures	TTM Lessons Passed

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	Continue to make progress in our problem solving weekly rigor for all levels (work on K-5th grade (new teachers) utilizing Fast Panther rubric.
Person Responsible	Math Specialist
Monitoring Measures	Fast Panther student work
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	During data review planning portion, Math Specialist and Special Ed grade level collaboration teacher will provided resources and assist with DI to address Sp. Education needs.
Person Responsible	Math Specialist and Special Ed Coordinator

Monitoring Measures	CDB and Common Assessments with Approach (52%), Met (70%) and Masters (90%)levels.
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	Math and Science family night where families learn from each other and session leaders more about math and science together.
Person Responsible	Math Specialist Science AST Family Night Coordinator
Monitoring Measures	Results of Review and Rating of Math and Science Family Night by Parent and Family Engagement Committee
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	Yes
Title 1 Campuses	SWC 3
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 3

Need : Problem Statement: In 2017, 79% of 5th Grade Students met standard on STAAR Science and only 54% of 5th Grade Special Education Students met standard on STAAR.

Goal : 2017-2018 Science Special Ed Goal - 80% of all 5th grade students will meet standard on STAAR Science and Special Education students will score within (+/-) 15% of all student student group.
 SAFEGUARD FOCUS: SPECIAL EDUCATION STUDENTS IN Science

Goal Details

Student Groups Impacted	Special Education
Funding Needed	
Timeline for Implementation	September 11, 2017-May 10, 2018

November Progress Check	<p>A1. Weekly minutes of Grade level planning with the Science AST and Collab Teachers 8/15, 9/13, 9/21, 10/04, 10/19,10/25, 11/9,11/13, 11/29 Weekly Lesson plans reviewed by administrator and Science AST weekly.</p> <p>A2. CDB January Data Review: All 56 SpEd 50 Difference -6</p> <p>All Common Assessment information is as follows: Earth Science 5.7A formation of sedimentary rocks All 69 SpEd 61 Difference -8</p> <p>Earth Science 5.7C alternative energy All 65 SpEd 38 Difference -27</p> <p>Unit Earth Science Test All 75 SpEd 67 Difference -8</p> <p>Light Energy 5.6C All 81 SpEd 72 Difference -9</p> <p>Science Inquiry Journal: 12/15</p> <p>A3. Lunch and Learn: 11/28, 11/29, 11/30, 12/1</p> <p>Adjustments: Science Journal Baseline check scheduled for December 15.Alternative Energy focus for Special Ed Students.</p>
-------------------------	--

<p>March Progress Check</p>	<p>A1. Weekly minutes of Grade level planning with the Science AST and Collab Teachers 12/5, 12/8, 1/4, 1/10, 1/24, 1/30 2/14, 2/22, 3/8,</p> <p>A2. Weekly Lesson plans reviewed by administrator and Science AST weekly.</p> <p>Other assessments: Notebooks 12/15 All averages 68 SpEd averages 66</p> <p>Matter Unit Test 2/3 All averages 73 SpEd 53</p> <p>Notebooks 2/29 All averages 73 SpEd 67</p> <p>A3. Lunch and Learn Dates: Dec. 4 TEK 5.7B, Dec. 5 TEK 5.7A, Dec. 6 TEK 5.7A, Dec. 7 TEK 5.7A, Dec. 8 TEK 5.7A, Dec. 11 TEK 5.7C, Dec. 12 TEK 5.7C, Dec. 13 TEK 5.7C, Feb. 12 TEK 5.6B, Feb. 13 TEK 5.6B, Feb. 16 TEK 5.6B, Feb. 21 TEK 5.6C, Feb. 23 TEK 5.6C, March 5 TEK 5.5C, and March 20 TEK 5.5A</p> <p>A4. January 11 CDB: All 56 SpEd50 Difference -6</p> <p>All Common Assessment information is as follows: Earth Science 5.7A formation of sedimentary rocks All 69 SpEd 61 Difference -8</p> <p>Earth Science 5.7C alternative energy All 65 SpEd 38 Difference -27</p> <p>Unit Earth Science Test All 75 SpEd 67 Difference -8</p>
-----------------------------	---

June Progress Check	<p>A1. Weekly minutes of Grade level planning with the Science AST and Collab Teachers March 8, 2018 March 19, 2018 March 29 2018 April 13, 2018 April 17, 2018 May 4, 2018 May 9, 2018 May 29, 2018</p> <p>A2. Weekly Lesson plans reviewed by administrator and Science AST weekly. Other assessments:</p> <p>Notebooks 2/29 All average=73 SpEd Average=67 Difference -6 All proficiency=73 SpEd proficiency=57 Difference -16</p> <p>Notebooks 5/29 All average=71 SpEd Average=54 Difference -17 All proficiency=71 SpEd proficiency=25 Difference -46</p> <p>Life Science test 3/21 All average=56 SpEd Average=43 Difference -13 All proficiency=27 SpEd proficiency=13 Difference -14</p> <p>Less than 15% discrepancy between special ed and all student Modifications with special ed students included Voice to text, oral, extra time, positive reinforcement, individual structured reminders, graphic organizers, and small group.</p>
---------------------	--

	<p>Lunch and Learn: 3/5/18 TEK 5.5C Grennes-3 3/20/18 TEK 5.5 Grennes-4 Bustos 4 3/27/18 TEK 5.5 Conroy-5 4/12/18 TEK 5.9B Green-6 4/16/18 TEK 5.9B Bustos-4 4/17/18 TEK 5.9B Conroy-5 4/20/18 TEK 5.9B Grennes-4 5/8/18 TEK 5.7A/B Bustos -7 5/9/18 TEK 5.5C/D Green -5 5/10/18 TEK 5.6A Bustos -7 5/11/18 TEK 5.6B Conroy/Bustos-8</p> <p>Data Reviews: Life Science Unit Test 3/29 All averages 56 SpEd 43</p> <p>Review Notebook rubric in September Science Planning. Next year Include Accommodations in monitoring chart. Life Science in the 1st 9 weeks for Lunch and Learn.</p>
--	---

Activity 1

Activity	Ensure science standards for instruction are aligned with curriculum.
Person Responsible	Science AST and Special Ed Coordinator
Monitoring Measures	Weekly minutes of Grade level planning with the Science AST and Collab Teachers Weekly Lesson plans
Title 1 Fund	Yes
Title 1 Campuses	SWC 3
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
---	--

Activity 2

Activity	Special education students needs are addressed during bi-monthly 5th grade Team Planning with collab partners and teachers who have special education students in their classroom.
Person Responsible	Special Ed Coordinator and Science AST
Monitoring Measures	Common assessments, CDB and Science Inquiry Journals
Title 1 Fund	Yes
Title 1 Campuses	SWC 1
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Promote Community Involvement	
Educate Diverse Learners	
Activity	Lunch and Learn small intervention group for 5th grade students who need intervention for science TEKS. Target students by absences and performance on Common assessments, CDB and Science Inquiry Journals.
Person Responsible	Science AST
Monitoring Measures	Common assessments, CDB and Science Inquiry Journals
Title 1 Fund	
Title 1 Campuses	

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

Activity 4

Activity	Data Reviews for Science 3rd, 4th and 5th grade Teams
Person Responsible	Science AST
Monitoring Measures	CDB results of ALL Student performance and Special Ed Student Performance
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 8
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 : Increase healthy habits of the Passmore Community.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	August 20, 2017 until May 30, 2018
November Progress Check	<p>P1. 5th Grade students are encouraged to participate in the running club, Marathon Kids, every Friday morning on the San Antonio Sports School Park (SASSP).</p> <p>A. 1 Students meet every Friday at 6:45 am to run and stay active using the San Antonio Sports School Park.(SASSP)</p> <p>Their is a log in weekly of who comes and the date for each meeting.</p> <p>P. 2. Moviemento Miercoles/ Workout Wednesday's will occur during Intervention/Enrichment on Wednesday mornings. Students who are celebrating their birthday during the week will walk the SASSP for 20 minutes.</p> <p>A.(Sept.13 2017 - 2 students)(Sept. 20 2017 - 10 students)(Sept. 27, 2017 - 2 students) (Oct. 4, 2017 - 3 students)(Oct. 11, 2017 - 3 students)(Oct.18. 2017 - 2 students) (Oct. 25, 2017 - 2 students)(Nov.1, 2017 - 4 students)(Nov.8, 2017 - 2 students)(Nov.15, 2017 - 0 students)(Nov.29, 2017 - 9 students). Total 39</p> <p>P. 3. Cardiovascular Fitness at the Park activity. Marathon Kids running club will gather with their families will gather together at Pearsall Park to complete a 3 mile walking/running trail.</p> <p>A. Saturday, February 10 2018. Month of heart (cardiovascular)</p>

<p>March Progress Check</p>	<p>A1. Daily Miles Tracking Chart: Total number of students that used the SASSP Trail from Dec 1. 2017 – March 23 2018 (243 students) 20 Marathon kids are close to finishing 26.2 miles each totaling a total of 524 miles. A2.Movimiento Miercoles/ Workout Wednesday's: From December 1 to March 23rd</p> <p>Dec. 6 – 9 Students Dec.13 – 6 students Dec.20 – 7 students Jan. 3 – 6 students Jan. 10 – 7 students Jan. 17 – 0 students Jan. 24 – 4 students Jan. 31 – 4 students Feb. 7 – 4 students Feb. 14 – 10 students Feb. 21 – 5 students Feb. 28 – 6 students March 7 – 8 students March 21 - 3 students Total: 79 Students</p> <p>A.3 Total of Passmore Community Member Participants =16 (Sign in sheet for Fitness at the Park) Cardiovascular Fitness at the Park activity. Marathon Kids running club will gather with their families will gather together at Miller's Pond to complete a 3-mile walking/running trail. This community activity included another campus with NISD (Hatchette Elementary) and their families. Saturday, February 10 2018. Heart Month (cardiovascular)</p>
-----------------------------	--

June Progress Check	<p>A1. Daily Miles Tracking Chart: Total number of students that used the SASSP Trail from April 1st – May 31, 2018 (117 students) 20 Marathon kids are close to finishing 26.2 miles each totaling a total of 524 miles. First Time that the Principal was able to complete a full marathon 26.2 miles.</p> <p>A2. Workout Wednesdays Movimiento Miercoles: From April 1 to May 31st. April 4 – 9 students April 11 – STAAR week April 18 – 5 students April 25 – 6 students May 2 – 6 students May 9 – 5 students May 16 – STAAR Week May 23 – 20 students May 30 – 12 Students</p> <p>Total: 63</p> <p>A3: A total of 50 Parents, faculty members and students in the sign in sheet for fitness at skate land west. Cardiovascular Fitness at skate land west. Patrols will gather with their families at skate land west located 2327 SW Loop 410 San Antonio TX, 78227. Date of event: Thursday, May 24, 2018.</p> <p>Adjustments for 2018-19: -We did not realize the power of Marathon Kids and the Sense of community. During the 2017-18 school year, 3 Middle School Students from Jones continued to participate. The middle school students were mentors to the sixth graders. Next year, Coach Sanchez will invited 5th grade teachers to participate, Passmore Marathon Kids from previous years and other faculty members -Continue Movimiento Miercoles/ Workout Wednesday's -Continue Cardio community fitness in SA park on Saturday and Skateland West in May for Patrols end of year and family members.</p>
---------------------	--

Activity 1

Activity	5th Grade students are encouraged to participate in the running club, Marathon Kids, every Friday morning on the San Antonio Sports School Park (SASSP).
Person Responsible	Coach Jorge Sanchez
Monitoring Measures	Daily Miles Tracking Chart

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	Movimiento Miercoles/ Workout Wednesday's will occur during Intervention/Enrichment on Wednesday mornings. Students who are celebrating their birthday during the week will walk the SASSP for 20 minutes.
Person Responsible	Coach Jorge Sanchez
Monitoring Measures	Sign in
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	Cardiovascular Fitness at the Park activity. Marathon Kids running club will gather with their families will gather together at Pearsall Park to complete a 3 mile walking/running trail.
Person Responsible	Coach Sanchez

Monitoring Measures	Sign in Sheet
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

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

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	