



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



## SCHOOL IMPROVEMENT PLAN

# POWELL ELEMENTARY SCHOOL 2017-2018

# POWELL ES

## Needs Assessment 2017-2018

### Process

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

April:

Staff met to discuss and complete survey. Survey consisted of providing feedback with regard to the various programs, services, structures, and communication of the campus. Data such as CDBs, NEAR, Reading Levels was also reviewed.

May:

Leadership team met to go over the survey results and plan for the upcoming school year. Staff worked through a Compass Point activity in which the following topics were Effective Team Planning, Learning Walks, Student Engagement, & Formative Assessments. Teams were designed vertically and responded to the "N,S,W,E" Need to Know, Stance/Suggestion, Excited, Worrisome. Results from this activity were used to brainstorm next steps.

June:

Additional data was reviewed and entered into portions of database.

## Data and Campus Practices Review

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

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

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

Findings	<p>Enrollment: 481  AR- 43.2% (208) Dyslexia- 2.3% (11) LEP- 3.3% (16) Sped- 14.3% (69) 504 - 14.1% (68)  Eco Dis- 70.6% (341) GT- 8.1% (39)  TPRI(2017)- Data Pending  Campus District</p> <p>K  1  2</p> <p>2017 STAAR Scores  * notes Powell All student % at Approaches  ** notes District % at Approaches.  *** notes Powell Sped student % at Approaches.  **** notes Powell At-Risk student % at Approaches.  ***** notes Powell EcoDis student % at Approaches.</p> <table style="margin-left: 40px;"> <tr> <td></td> <td>*</td> <td>**</td> <td>***</td> <td>****</td> <td>*****</td> </tr> <tr> <td>3rd Reading-</td> <td>71%</td> <td>73%</td> <td>40%</td> <td>49%</td> <td>68%</td> </tr> <tr> <td>4th Reading-</td> <td>62%</td> <td>72%</td> <td>9%</td> <td>32%</td> <td>61%</td> </tr> <tr> <td>3rd Math-</td> <td>85%</td> <td>76%</td> <td>40%</td> <td>69%</td> <td>83%</td> </tr> <tr> <td>4th Math-</td> <td>74%</td> <td>75%</td> <td>36%</td> <td>43%</td> <td>71%</td> </tr> <tr> <td>4th Writing-</td> <td>61%</td> <td>62%</td> <td>9%</td> <td>32%</td> <td>59%</td> </tr> <tr> <td>5th Science-</td> <td>70%</td> <td>76%</td> <td>33%</td> <td>55%</td> <td>71%</td> </tr> </table> <p>2015 Reading Levels (%on &amp; %above) according to NEAR input  K-86% 1-83% 2-80% 3-84% 4-78% 5-77%  2016 Reading Levels (%on &amp; %above) according to NEAR input  K- 82% 1-73% 2-66% 3-70% 4-69% 5-70%  2017 Reading Levels (% on &amp; % above) according to NEAR input  K- 88% 1-78% 2-79% 3-59% 4-77% 5-65%</p> <p>2017 EOY Writing % 3's &amp; 4's(based on NEAR input)  2nd 28%  3rd 73%  4th 80%  5th 78%</p> <p>No reported data for K &amp; 1st. Design campus-based reporting system in order to track is needed.</p>		*	**	***	****	*****	3rd Reading-	71%	73%	40%	49%	68%	4th Reading-	62%	72%	9%	32%	61%	3rd Math-	85%	76%	40%	69%	83%	4th Math-	74%	75%	36%	43%	71%	4th Writing-	61%	62%	9%	32%	59%	5th Science-	70%	76%	33%	55%	71%
	*	**	***	****	*****																																						
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5th Science-	70%	76%	33%	55%	71%																																						

**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

<input type="checkbox"/> Common Assessments	
<input checked="" type="checkbox"/> Other Placement/Retention Data	
Findings	<p>*Student Attendance(overall): 2017- 92.38% 2016- 95% 2015- 95.8%</p> <p>*2017 Placements (pending)</p> <p>*2015-16 Placements K- 10, 1st-18, 2nd-34, 3rd-32, 4th-25, 5th-16</p> <p>*2014-15 Placements K-11, 1st-16, 2nd-19, 3rd- 17, 4th-28, 5th-21</p> <p>*Increase in placements in 1st, 2nd, 3rd Grades from 2014-2016</p> <p>*SAM(student achievement meetings) are held by administrators after every grading period</p> <p>*Data Reviews take place after every CDB to analyze data and plan for interventions</p> <p>*eRTI meetings held monthly to address student needs and align interventions</p> <p>*Reading specialists provide support to students in a pull-out structure</p> <p>*Math specialists provide support to students in a push-in/pull-out structure</p> <p>*ISS/At-Risk IA provides push-in/pull-out support in the area of Math</p>

<b>CSF 3: Leadership Effectiveness</b>	
Leadership Effectiveness targets the need for leadership on the campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Providing job-embedded professional development to build capacity of campus leaders is a vital part of this CSF.	
<input checked="" type="checkbox"/>	Distribution of leadership and responsibilities
<input checked="" type="checkbox"/>	Decision making structures on the campus
<input checked="" type="checkbox"/>	Teacher input
<input type="checkbox"/>	Campus goals
<input type="checkbox"/>	Monitoring of teacher performance; feedback to staff
<input checked="" type="checkbox"/>	Communication
<input type="checkbox"/>	Master schedule
<input checked="" type="checkbox"/>	Teacher and parent surveys
<input type="checkbox"/>	Other

Findings	<p>Survey that took place Spring 2017 provided data such as:</p> <ul style="list-style-type: none"> <li>*Observations during the morning intervention time found inconsistencies among the teachers in the delivery of intervention. Some classrooms use this time to complete "morning work", catch up on uncompleted work, while others are working with small groups of students</li> <li>*Suggestion to have attendance rates published more often</li> <li>*AttenDANCE is not a good motivator</li> <li>*Administrators need to be more visible(to help curb discipline misbehaviors)</li> <li>*Inconsistencies with SOAR(school-wide discipline system)</li> <li>*Move from recorded to live morning announcements</li> <li>*Day Tutor was successful</li> <li>*After School Tutoring was successful in some areas</li> <li>*At-Risk IA was not pulled for ISS as much and worked in the classrooms</li> <li>*Reading Specialists provided in-class and pull-out support as needed</li> <li>*Teachers would like more feedback on writing samples</li> <li>*Teachers would like more strategies and tools for instruction shared during Data Meetings</li> <li>*Include BMC teacher in Tier meetings when there is a behavior concern</li> <li>*Not all students are motivated with AR</li> <li>*Teachers want more small group support for students with the counselors</li> <li>*More parent involvement is desired by the campus</li> </ul>
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**CSF 4: Increased Learning Time**

Increased Learning Time necessitates flexible scheduling that allows time for additional instructional minutes, enrichment activities and staff collaborative planning time. Increased Learning Time necessitates strategies that maximize the number of sustained, engaging instructional minutes that must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, using time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers that continuously strengthen instructional practices. This CSF confirms, as a requisite, an instructionally focused calendar.

- Response to Intervention
- Interventions implementation and effectiveness
- Student identification for increased learning time
- Tutorials
- Other

Findings	<ul style="list-style-type: none"> <li>*Grade Levels are not consistent with the fidelity of eRTI. More staff development, structures are needed in this area.</li> <li>*Grade Levels are not consistent with the implementation of Intervention Time. More direction, accountability amongst the staff is needed.</li> <li>*Some grade levels would prefer to offer after school tutoring in K-2 in the Fall and not continue with a day tutor.</li> <li>*Not all teachers are delivering after school tutoring. Suggestion to have all teachers(including non-classroom) to help with tutoring.</li> <li>*Staff likes offering after school enrichment and clubs based on student interest</li> </ul>
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**CSF 5: Family/Community Engagement**

Family and Community Engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services.

- Communication

<input checked="" type="checkbox"/> Family and community activities		
<input type="checkbox"/> Family and community input		
<input type="checkbox"/> Family and community services		
<input type="checkbox"/> Second language communication		
<input type="checkbox"/> Other		
<table border="1"> <tr> <td style="width: 10%;">Findings</td> <td>           Parent Survey was conducted(4 Versions . Survey results consisted of the following:            *Parents feel safe at Powell.            *One parent feels like we need to have someone on duty at 6:30am to monitor students that are not accompanied by parents.            *Parents are happy with the use of technology.            *Parents feel communication is effective.            *Parents enjoy the family events that are held.         </td> </tr> </table>	Findings	Parent Survey was conducted(4 Versions . Survey results consisted of the following: *Parents feel safe at Powell. *One parent feels like we need to have someone on duty at 6:30am to monitor students that are not accompanied by parents. *Parents are happy with the use of technology. *Parents feel communication is effective. *Parents enjoy the family events that are held.
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<b>CSF 6: School Climate</b>	
School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.	
<input checked="" type="checkbox"/> Teacher surveys	
<input type="checkbox"/> Parent surveys	
<input type="checkbox"/> Student surveys or panels	
<input checked="" type="checkbox"/> Discipline	
<input checked="" type="checkbox"/> Student attendance	
<input type="checkbox"/> Extra-curricular activities and clubs	
<input type="checkbox"/> Other	
Findings	<p>*Staff Survey was conducted Spring 2017. Some feedback from staff suggests that there are not clear procedures as well as inconsistencies with the handling/issuance of consequences with regard to discipline.</p> <p>*Discipline data was also reviewed. There were a total of 122 discipline referrals(including attendance matters) processed for the 2016-17 school year. Incident frequency &amp; the top 5 offense findings are:            29 - Physical Aggression            17 - Disrupting School Environment            13 - Disturbing class or other students            9 - Disobeys school/classroom rules/routine            8 - Hit a Student</p>

<b>CSF 7: Teacher Quality</b>	
Teacher Quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development. Evidence shows that low income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers.	

<input type="checkbox"/> Teacher attendance		
<input type="checkbox"/> Teacher experience and years on campus		
<input checked="" type="checkbox"/> Class size		
<input type="checkbox"/> Staff retention rates		
<input checked="" type="checkbox"/> Alignment of curriculum, instruction, assessment		
<input 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		
<table border="1"> <tr> <td style="width: 15%;">Findings</td> <td> <p>*Through Staff survey, discussions and observations by administration, there remains a variety of ways that teams plan. It has been determined that additional staff development in the area of team planning was necessary.</p> <p>*It was also discovered that staff is wanting more staff development in the area of Guided Math, Academic Writing/Text Structures, and PLC/Team Planning</p> <p>*Class sizes are below the state requirement</p> <p>*Targeted professional development in the areas of Reading(continued genre study), Math and Team Planning/PLC</p> <p>*All staff have a genuine care and interest in student achievement</p> </td> </tr> </table>	Findings	<p>*Through Staff survey, discussions and observations by administration, there remains a variety of ways that teams plan. It has been determined that additional staff development in the area of team planning was necessary.</p> <p>*It was also discovered that staff is wanting more staff development in the area of Guided Math, Academic Writing/Text Structures, and PLC/Team Planning</p> <p>*Class sizes are below the state requirement</p> <p>*Targeted professional development in the areas of Reading(continued genre study), Math and Team Planning/PLC</p> <p>*All staff have a genuine care and interest in student achievement</p>
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**Priority Needs**

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

Priority Need 1

Based on the evidence, there remains a disparity of student performance between non-special education students and special education students as well as economically disadvantaged students vs. non-economically disadvantaged students.
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 3 Leadership Effectiveness CSF 4 Increased Learning Time CSF 7 Teacher Quality

Priority Need 2

Based on the evidence, we are not seeing a decrease in the number of students reading below grade level from the previous year to the next.
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 3 Leadership Effectiveness CSF 4 Increased Learning Time CSF 7 Teacher Quality

Priority Need 3

Based on the evidence, we are in need of further professional development in the area of effective team planning.
CSF 1 Academic Performance CSF 4 Increased Learning Time CSF 7 Teacher Quality



Priority Need 4

Based on the evidence, we are in need of further professional development in the area of Guided Math, Academic Writing, and Text Structures.

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

Priority Need 5

Based on the evidence, we are in need of aligning the morning intervention time.

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

**Campus: POWELL ES**

**School Improvement Plan Signatures**

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

**Date of SAT Meeting: 05/24/2017**

<b>SAT Member</b>	<b>Name</b>	<b>Signature</b>
Principal	Priscilla Paul	
Parent Community Representative	Jane Dubel	
Staff Representative	Theresa Brown	

**LIST SAT MEMBERS IN THE BLANKS BELOW**

<b>FULL NAME</b>	<b>POSITION</b>
Amanda Arp	Staff Member
Karina Richmond	Staff Member
Norma Saenz	Staff Member

**CAMPUS: POWELL 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		Holmes Community Block Walk Specialist Pull-Out Team Planning/TTESS Refresher	Curriculum	All Staff	PK-5	Other	6
08/22/2017		Gretchen Bernabei Staff Development Pk-2: Text Structures Using Nursery Rhymes 3-5: Fun-Size Academic Writing:"Expository Writing for STAAR & For Life" PLC Foundations Curriculum Updates	Instruction	All Staff	PK-5	Title I,Local,Other	6
08/23/2017		Convocation "State of Powell"- Data Review Technology Update	Assessment	All Staff	PK-5	Local	6
10/09/2017		District Staff Development: PLC Study Campus Staff Development: Formal Assessment/Team Planning/Tier 1 Support/Writing PD Follow-up	Collaboration	All Staff	PK-5	Local	6

11/20/2017	08/15/2017	2017-18 Powell Retreat Team Building, Scavenger Hunt, Building Community	Collaboration	All Staff	PK-5	Other	6
11/21/2017		Teacher Choice	Instruction	All Staff	PK-5	Local	6
02/19/2018		District Staff Development: PLC Study Campus Staff Development: SIP Planning/Team Planning/Tier 1 Support Evaluation	Assessment	All Staff	PK-5	Local	6

ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES

READING (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	76%	41%	75%	74%	76%	70%	39%	20%	76%
African-American	88%	58%	85%	62%	72%	80%	28%	4%	85%
Hispanic	71%	34%	76%	70%	74%	65%	38%	20%	70%
White	88%	35%	85%	84%	86%	87%	33%	20%	88%
Economically Disadvantaged	73%	38%	71%	66%	68%	68%	36%	18%	70%
Special Education	35%	16%	50%	44%	48%	32%	20%	8%	50%
At-Risk	53%	20%	60%	58%	58%	47%	15%	7%	50%
Limited English Proficient	88%	63%	88%	62%	63%	86%	57%	57%	86%
Asian	100%	93%	90%	89%	78%	100%	83%	67%	100%
American Indian	100%	100%	100%	73%	58%	100%	100%	100%	100%
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	71%	N/A	N/A	N/A	N/A
Two or More	100%	67%	75%	80%	87%	100%	100%	50%	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	66%	31%	66%	64%	62%	61%	28%	6%	65%
African-American	50%	38%	60%	53%	56%	43%	14%	0%	50%
Hispanic	67%	25%	67%	60%	59%	61%	29%	6%	65%
White	67%	17%	70%	72%	73%	67%	0%	0%	70%
Economically Disadvantaged	61%	24%	61%	56%	52%	60%	25%	4%	65%

Special Education	38%	25%	40%	33%	32%	17%	17%	0%	50%
At-Risk	38%	4%	40%	44%	37%	32%	14%	4%	40%
Limited English Proficient	33%	33%	50%	54%	49%	100%	100%	0%	100%
Asian	100%	100%	100%	85%	72%	100%	100%	50%	100%
American Indian	N/A	N/A	N/A	61%	71%	100%	0%	0%	100%
Hawaiian Pacific Islander	N/A	N/A	N/A	67%	50%	N/A	N/A	N/A	N/A
Two or More	50%	50%	50%	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	82%	41%	80%	79%	80%	82%	46%	19%	85%
African-American	83%	46%	80%	66%	72%	88%	32%	0%	88%
Hispanic	80%	37%	80%	77%	78%	80%	46%	20%	80%
White	82%	29%	82%	87%	88%	87%	47%	20%	87%
Economically Disadvantaged	79%	35%	75%	73%	73%	80%	44%	16%	80%
Special Education	42%	23%	45%	53%	56%	44%	24%	12%	50%
At-Risk	65%	18%	60%	67%	65%	65%	22%	8%	70%
Limited English Proficient	100%	50%	100%	73%	72%	86%	71%	71%	86%
Asian	100%	86%	100%	94%	86%	100%	100%	67%	100%
American Indian	100%	100%	100%	78%	77%	100%	100%	0%	100%
Hawaiian Pacific Islander	N/A	N/A	N/A	80%	78%	N/A	N/A	N/A	N/A
Two or More	100%	67%	100%	82%	89%	100%	100%	50%	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	Meets Standard	Masters Standard	

All Students	73%	23%	70%	73%	76%	70%	25%	7%	75%
African-American	91%	18%	70%	59%	68%	78%	11%	0%	80%
Hispanic	68%	16%	65%	68%	73%	66%	24%	8%	70%
White	33%	33%	50%	84%	87%	71%	14%	0%	75%
Economically Disadvantaged	73%	15%	75%	65%	67%	72%	20%	4%	75%
Special Education	33%	8%	40%	44%	46%	43%	14%	14%	50%
At-Risk	59%	13%	50%	56%	59%	55%	19%	0%	60%
Limited English Proficient	100%	0%	100%	57%	58%	67%	67%	0%	70%
Asian	88%	75%	88%	89%	75%	100%	100%	50%	100%
American Indian	N/A	N/A	N/A	73%	60%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	93%	N/A	N/A	N/A	N/A
Two or More	100%	0%	100%	81%	86%	100%	100%	0%	100%

## ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	95.3%	95.5%
African-American	95.4%	95.8%	95.4%	95.8%
Hispanic	95.6%	95%	95.2%	95.2%
White	96%	95.8%	95.3%	95.8%
Economically Disadvantaged	95.4%	94.4%	94.7%	94.8%
Special Education	94.5%	93.9%	94.8%	94.8%
Limited English Proficient	96.4%	95.8%	96.6%	96.6%
Asian	97.8%	96.8%	96.3%	96.8%
American Indian	95.3%	95.2%	98.3%	98.3%
Hawaiian Pacific Islander	95.5%	96.1%	95.9%	96.1%
Two or More	95.9%	96%	90.4%	92%

## RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	0.5%	0.5%
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## 17-18 School Improvement Plan - Objectives and Activities

### Goal 1

**Need :** Based on the evidence, there remains a disparity of student performance between non-special education students and special education students as well as economically disadvantaged students vs. non-economically disadvantaged students.

**Goal :** System Safeguard: Increase the student achievement for PK-5th at-risk, economically disadvantaged, and special education students in all areas, specifically Writing, Reading & Math. 45% of SPED students will Meet approaches standard on the 3-5 STAAR Reading & 55% on 3-5 STAAR Math. 50% of all students will make one year progress in Reading level.

### Goal Details

Student Groups Impacted	All Students, African American, Special Education, At Risk, Eco-Dis, White, Hispanic, 2 or More
Funding Needed	Local, Title II
Timeline for Implementation	Aug. 2107 - Review 2016-17 data with staff during Back to school week "State of Powell" report. Sept. 2017- Grade Level Teams identify the students in sub populations, disaggregate data by student to determine strengths/weaknesses. Submit plan of action to administration. Oct. 2017 - June 2018 Teachers/Specialists provide information using "Data Reflection Sheet" that is specific to students. Nov. 2017-June 2018 Review Report Cards, CDBs, IRIs, TPRI, NEAR, etc..
November Progress Check	Reviewed report cards and progress reports with administration. Teachers met with administrators during Student Achievement Meetings to discuss student progress, interventions, Tier levels. Teachers to submit data reflection sheets.
March Progress Check	Teachers have submitted data reflection sheets in which they identified students in need of support and targeted instruction based on their needs.
June Progress Check	Pending STAAR results. Once results arrive, data will be dissagregated.

### Activity 1

Activity	Use teacher/campus/district-wide formative, summative assessment, and student self-assessments to track student progress.
Person Responsible	Classroom Teachers Collaborative Teachers Reading Specialists Math Specialists Students
Monitoring Measures	CDBs NEAR TPRI IRIs Formative Assessments Checklists
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

## Activity 2

Activity	Provide staff development in the area of ELAR/Writing....Gretchen Bernabei PK-2: Text Structures Using Nursery Rhymes 3-5: Fun-Size Academic Writing: Expository Writing for STAAR & For Life"
Person Responsible	Reading Specialists Classroom Teachers Collaborative Teachers Presenters: Gretchen Bernabei & Consultants

Monitoring Measures	Attendance in staff development Self reflection on training Planning Lesson Plans Walk Throughs Observations Improved student performance in Writing
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 4. Develop and implement processes for vertical collaboration across bands of stakeholders.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 3

Activity	Follow-up staff development in the area of Math Problem Solving, entitled...Becoming a Model Problem Solver
Person Responsible	Math Specialist District Instructional Math Specialist...M. Yarber Classroom Teachers Collaborative Teachers
Monitoring Measures	Attendance in staff development Self reflection in training/skills taught Planning Lesson Plans Walk Throughs Observations
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 8, SWC 9
Promote Community Involvement	

Educate Diverse Learners	Objective 5. Provide rigorous, complex, and meaningful learning that promotes readiness for post PK-12 experiences.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

#### Activity 4

Activity	Provide Staff Development centered around the exploration of Guided Math.
Person Responsible	Math Specialists Webinars Classroom Teachers Collaborative Teachers
Monitoring Measures	Math Specialists to participate in webinars TOT model to share new learnings Increased knowledge in guided math Walkthroughs Lesson Plans
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 3. Implement systems to promote the development of student leadership, critical thinking, and self-management skills.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

#### Activity 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 :** Based on the evidence, we are not seeing a decrease in the number of students reading below grade level from the previous year to the next.

**Goal :** Increase the number of students reading at or above grade level in K-5th. 50% of our students will make one year progress from baseline reading level.

**Goal Details**

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, Hispanic
Funding Needed	Local
Timeline for Implementation	Aug.2017 - Review 2016-17 data with staff during Back to school week "State of Powell" report. Sept.2017- Teachers assess students in the area of Reading and disaggregate data in order to identify the students' strengths/weaknesses. Devise a plan for support. Oct.2017-June 2018 Teachers/Specialists provide information using "Data Reflection Sheet" that is specific to students. November 2017-June 2018 Review Report Cards,IRIs, TPRI, etc.. during Student Achievement Mtgs.,etc
November Progress Check	Teachers met with administration/support staff to discuss student strengths and weaknesses. Depending on need, students receive additional interventions. Tier data is reviewed. Data reflection is being submitted.

March Progress Check	Implementation of Tier 2 Review to take place. Teachers will come and meet with admin. and core academic specialists. This time will be used to review student data and ensure proper documentation through esped.
June Progress Check	Pending data from TAC, reading levels will be examined. Based on preliminary checks, it appears that we have seen growth.

#### Activity 1

Activity	Provide Staff Development/Refreshers in the area of Genre Study, IRI administration, guided reading, and data reviews.
Person Responsible	Reading Specialists Administration Teachers
Monitoring Measures	IRIs Report Cards Checklists Data Reflections NEAR Checks
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	Conduct Student Achievement Meetings the week immediately after each grading period. Share data from SAM with content specialists.
Person Responsible	Classroom Teachers Collaborative Teachers Administration

Monitoring Measures	Report Cards IRIs CDBs NEAR Formative Assessments Tracking Sheets
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 3

Activity	Complete data reviews & collaborate with vertical teams on a monthly basis with regard to student achievement in the area of Reading with a concentration on Special Education students.
Person Responsible	Classroom Teachers Collaborative Teachers Reading Specialists Teacher Administration
Monitoring Measures	IRIs TPRI NEAR Report Cards Checklists Formative Assessments
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 8
Promote Community Involvement	

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

#### Activity 4

Activity	Provide parents with opportunities to engage in curricular knowledge and learn effective strategies to help their child in the area of literacy as a means of promoting a three-way partnership through Family Literacy Nights, Science/Technology Nights, HEB 3 Literacy, and Boystown Workshops.
Person Responsible	Administration Counselor Reading Specialists Math Specialists Parent Involvement Committee NISD Family Literacy Department
Monitoring Measures	Sign-In Sheets Surveys Participation Increase in student literacy IRIs TPRIs Checklists
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 6, SWC 7, SWC 8, SWC 9, SWC 10
Promote Community Involvement	Objective 3. Establish and expand initiatives that promote effective community relations and meaningful two-way communication with all stakeholders.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

#### Activity 5



Activity	Implement a campus-wide sustained silent reading program(15 minutes)effective 2017-18.
Person Responsible	Administration Classroom Teachers Collaboarative Teachers Reading Specialists
Monitoring Measures	IRIs TPRIs Checklists Formative Assessments
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 8
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Goal 3

Need : Based on the evidence, we are in need of further professional development in the area of effective team planning.

Goal : Improve the effectiveness of team planning through district and campus study of PLCs.

#### Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, White, Hispanic, 2 or More
Funding Needed	Local

Timeline for Implementation	<p>June 2017- Principal attend district-wide professional development on PLCs</p> <p>July 2017-Team of 6 attending Leadership Institute with a direct focus on PLCs/Team Planning. Debrief in August with Leadership team.</p> <p>August 2017-Present summer learning and take-aways with staff.</p> <p>Sept.2017- Collect self- reflections and commitments/protocols from team with regard to implementing PLCs with fidelity.</p> <p>Oct.2017-June 2018, Review of lesson plans &amp; walk-throughs of team planning by admin.</p> <p>Nov. 2017- Follow-up prof. devel. with B. Parish</p> <p>Nov. 2017-June 2018 Classroom Walkthroughs, T-TESS Observations, Quality Lesson Plans</p>
November Progress Check	Campus has begun PLC process. Protocols and staff buy-in has taken place. Teams are meeting in PLC setting two times a month. Team planning takes place as well after school and during conference times. Administration/Support staff are also attending PLCs and Team Planning sessions. Teams are providing administration with notes from planning sessions and PLC Time.
March Progress Check	In addition to November progress check, teams are now implementing CFAs. Teams are required to create a minimum of 5 for the 2017-18 school year.
June Progress Check	Teams met consistently with their PLC. Teams created at least one CFA for the 17-18 school year. Further study will take place in the are of PLCs and CFAs.

#### Activity 1

Activity	Campus-wide staff development in the area of effective team planning & PLCs.
Person Responsible	<p>Administration</p> <p>NISD SS Instructional Specialist</p> <p>Classroom Teachers</p> <p>Collaborative Teachers</p> <p>Specialists</p>
Monitoring Measures	<p>Attendance at August staff development</p> <p>Observations</p> <p>Walk Throughs of team planning sessions</p> <p>High quality lesson plans</p>
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
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Activity 2

Activity	Conduct walk-throughs & share examples through the use of twitter, technology devices of effective team planning & PLCs.
Person Responsible	Administration Grade Level Teams
Monitoring Measures	Observations Lesson Plans High Quality Lessons Frequency of high quality lesson planning/PLCs on Twitter
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 4. Expand comprehensive programs and partnership opportunities that foster classroom innovation that encourages educators to continually enhance student learning.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Implement grade level PLC sessions.
Person Responsible	Administration Teachers Reading Specialists Math Specialists
Monitoring Measures	Observations Minutes
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 4

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

Activity 4

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

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	

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

**Goal 4**

**Need :** Based on the evidence, we are in need of further professional development in the area of Guided Math, Academic Writing, and Text Structures.

**Goal :** Increase student performance(3's & 4's) by 10% at 2nd - 5th in the the area of Writing. Increase teacher knowledge and the exploration of Guided Math.

**Goal Details**

Student Groups Impacted	All Students, African American, Asian, Special Education, At Risk, Eco-Dis, White, Hawaiian Pacific Islander, ELL, Migrant, Hispanic, 2 or More, American Indian
Funding Needed	Local, Title II
Timeline for Implementation	Aug.2017 - Review 2016-17 data with staff during Back to school week "State of Powell" report. Sept.2017- Teachers assess students in the area of Reading and disaggregate data in order to identify the students' strengths/weaknesses. Devise a plan for support. Oct.2017-June 2018 Teachers/Specialists provide information using "Data Reflection Sheet" that is specific to students. November 2017-June 2018 Review Report Cards,IRIs, TPRI, etc.. during Student Achievement Mtgs.,etc
November Progress Check	Teachers met with administration to discuss student progress. Teachers are still gathering writing samples to determine strengths/weaknesses. Data Reflection sheet to be submitted Nov. 2017.
March Progress Check	Data Reflection sheet submitted to administration. Teams have not met vertically to look at writing samples for quality. Opportunity for further study will take place in future PLC.

June Progress Check	Teams have not met vertically to look at writing samples for quality. Campus and state data will be looked in order to compare student progress. Campus will participate in district-wide study of writing and how to implement vertical alignment in the area of writing. Campus will also continue to implement guided math by establishing some campus-wide expectations.
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#### Activity 1

Activity	Provide staff development in the area of writing & text structures(Bernabei)
Person Responsible	Administration Teachers Special Ed Teachers Specialists
Monitoring Measures	Attendance at staff development
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

#### Activity 2

Activity	Implement knowledge from staff development – writing and text structures (Bernabei)
Person Responsible	Administration Classroom Teachers Specialists

Monitoring Measures	Observations Walk Throughs Writing Samples Student performance tracking Classroom Schedules Lesson Plans
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 9, SWC 10
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

### Activity 3

Activity	Provide staff development in the area of Guided Math
Person Responsible	Administration Math Specialists Classroom Teachers Specialists
Monitoring Measures	Attendance at staff development Observation
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 9, SWC 10
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	
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Activity 4

Activity	Implement knowledge from Guided Math professional development
Person Responsible	Administration Classroom Teachers Specialists
Monitoring Measures	Observations Walk Throughs Writing Samples Student performance tracking Classroom Schedules Lesson Plans
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 9, SWC 10
Promote Community Involvement	
Educate Diverse Learners	Objective 5. Provide rigorous, complex, and meaningful learning that promotes readiness for post PK-12 experiences.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	



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

**Goal 5**

Need : Based on the evidence, we are in need of aligning the morning intervention time.

Goal : System Safeguard: Structure and improve accountability of daily intervention time with a primary focus on Special Ed population in the area of Math & Reading.

**Goal Details**

Student Groups Impacted	All Students, African American, Special Education, At Risk, Eco-Dis, Hispanic, 2 or More
Funding Needed	Other
Timeline for Implementation	Aug.2017-Seek an "Intervention Time" Task Force to examine current practices, research, define, and restructure Sept.2017-Gr Level Teams provide administration with new/revised plan for morning intervention time. Oct.2017-June 2018 Teachers/Specialists provide information using monthly "Data Reflection Sheet" that is specific to students that are serviced through morning intervention time.
November Progress Check	Intervention Time reflection and data collection in progress. Reflection on intervention time to be submitted end of Dec. 2017.
March Progress Check	Teams are in the process of arranging groups based on student need. Intervention is being delivered from 8:00-8:30. Academic specialists will also be helping to deliver instruction.
June Progress Check	Continuation to strengthen this goal will take place in 2018-19. Campus has discussed utilizing day tutor during this time as well.

Activity 1

Activity	Examination of current Intervention Time structures and practices through a recruitment of a Task Force
Person Responsible	Task Force (comprised of one person per grade level, academic core specialists)
Monitoring Measures	Notes from meetings
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 9, SWC 10
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

#### Activity 2

Activity	Communicate new Intervention Time structures, practices with staff and community
Person Responsible	Intervention Time Task Force Administration Teachers Specialists
Monitoring Measures	Surveys Parent Conferences Observations Walk Throughs Increased student achievement
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 9, SWC 10
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	

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

### Activity 3

Activity	Examine the fidelity of morning intervention time through monthly data reviews and reflections.
Person Responsible	Intervention Time Task Force Teachers Academic Core Specialists Administration
Monitoring Measures	Observations Walk Throughs Data Reflection Report Cards IRIs TPRI Checklists
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 9, SWC 10
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 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 high quality physical activities that meets the requirements of SB 892.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	Aug.2017-Seek a "Powell Health Program" Task Force to examine current practices, research, define, and restructure activities offered on campus. Sept.2017- Powell Health Program Task Force provides administration and staff with new/revised plan for activities that will support the state requirement Oct.2017-June 2018 Implement activities planned by task force May 2018-June 2018 Conduct Staff/Parent survey to evaluate the effectiveness of the programs
November Progress Check	Coordination with CIS & PTA to incorporate activities such 5K Fun Run- Spring 2018. PE Coach initiated an after school running club consisting of 15 students. PE Coach is integrating healthy eating/lifestyles throughout lessons.
March Progress Check	5K Fun Run was cancelled due vendor issues. Coach coordinated Jump Rope for Heart, Field Day, Heroes for Health, and Bike Rodeo as additional activities to promote good health.
June Progress Check	Implementing Motor Lab on campus for the 2018-19 is being considered.

#### Activity 1

Activity	Task force meets to examine data from the 2016-17 school year, identify current practices, research rigorous/high quality activities, and design plan for the 2017-18 school year
Person Responsible	Powell Elementary Health Program Task Force
Monitoring Measures	Meeting notes Discussions Design Plan
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 6, SWC 9, SWC 10
Promote Community Involvement	Objective 1. Recruit and retain active and supportive businesses and educational institutions to build mutually beneficial relationships that promote mentoring, internship opportunities, and financial support.
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	

