



NORTHSIDE
SCHOOL



INDEPENDENT
DISTRICT



SCHOOL IMPROVEMENT PLAN

RABA ELEMENTARY SCHOOL

2017-2018

OUR MISSION

At Raba Elementary, we are committed to create a positive learning environment that embraces growth by providing the framework for all students to be responsible citizens and become leaders in our community.

RABA ES

Needs Assessment 2017-2018

Process

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

Staff at Raba used data to identify our campus need and plan for improvement. During early release days and faculty meetings, staff analyzed data from the state, attendance data, current 5th grade STAAR scores, benchmark assessment, discipline data, and school involvement data. Through a collaborative approach and in-depth discussions staff provided input to determine our CSF's.

1) We worked in vertical groups and the task was to use perceptual data and knowledge to identify strengths, weaknesses, opportunities and threats at our school.

2) The ideas from the SWOT protocol were printed on paper for everyone to see. Again in vertical groups we used hard data to align the perceptual need to data. We placed additional relevant data pieces for each of the areas of concern in order to look at root causes. They were instructed to look for trends in the data and mark those trends with a specific color marker. They created posters that highlighted data trends that impacted. At first we found three areas of concern but then had to add a fourth area of concern, which led to our goals.

3) During a faculty meeting all staff reviewed the three areas of concern and worked on our school vision, mission, and beliefs statements. We were grouped vertically to create beliefs aligned to the needs of our campus. They also came up with approximately three strategies per goal to place in the school improvement plan.

Data and Campus Practices Review

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

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

CSF 1: Academic Performance	
Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.	
<input checked="" type="checkbox"/> STAAR/EOC/TAKS	
<input checked="" type="checkbox"/> Regression graphs	
<input checked="" type="checkbox"/> Student demographics	
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE	
<input checked="" type="checkbox"/> TELPAS	
<input checked="" type="checkbox"/> Promotion/retention (Elementary)	
<input type="checkbox"/> Failure rates (Secondary)	
<input type="checkbox"/> Completion and graduation rates (High School)	
<input type="checkbox"/> SAT/ACT (High School)	
<input type="checkbox"/> AP (High School)	
<input type="checkbox"/> Other	
Findings	<p>*Using STAAR data we noticed a high correlation between academic areas of need and our LEP sub population.</p> <p>*NEAR data indicates that growth is needed in all levels.</p> <p>*Looking at TPRI we noticed that students struggle through the continuum in first grade. We have a larger number of students placed into second grade than any other grade level.</p> <p>*Raba uses the eRti process to identify struggling students and we created a booklet to help facilitate the process, but we need to be more consistent and accurate.</p> <p>*It is found that students achieved math facts at a high level and we had over 90 percent of our students participate in the Math Rocks Concert. We want to increase that to over 95 percent.</p> <p>*Using TELPAS data we found that we are more consistent in monitoring and documenting growth. We need to continue with this.</p> <p>*We implemented a school wide discipline plan needs to be in place to improve student behavior and focus. This needs to be revisited to be more consistent and help academic performance.</p>

CSF 2: Use of Quality Data to Drive Instruction

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

Student attendance

Discipline

Grades

CDBs

Common Assessments

Other

Findings	<p>*Quintile data documented student progress. We used quintiles to monitor growth. This past year we took it a step further and asked teachers to come prepared to discuss the re-teach approach for questions that show a pattern. Math specialist created a YouTube channel to help with lesson delivery and data desegregation.</p> <p>* We plan to identify all sub populations on each students note cards and quintile our LEP population as this is the population that our school needs improvement on. By pulling general ed. students out of pocket charts and emphasizing our sub-pops. we will be able to see who these students are and make a plan.</p> <p>*Discipline shows that we had an increase in discipline from 118 in 2015-2016 to 140 incidents.</p> <p>*A school wide discipline plan was in place last year to help reduce the number of incidents and in school suspension ultimately affecting academic progress.</p>
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CSF 3: Leadership Effectiveness

Leadership Effectiveness targets the need for leadership on the campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Providing job-embedded professional development to build capacity of campus leaders is a vital part of this CSF.

Distribution of leadership and responsibilities

Decision making structures on the campus

Teacher input

Campus goals

Monitoring of teacher performance; feedback to staff

Communication

Master schedule

Teacher and parent surveys

Other

Findings	<ul style="list-style-type: none"> *Make teachers and staff aware of our campus goals. *Use TTESS as a platform for promoting growth. *Celebrate and recognize teachers monthly with incentives. *Continue to incorporate school wide intervention time to the Master schedule for all grade levels. *Continue with effective and transparent communication with all staff using a variety of means. *Continue to Increase parental involvement by communicating effectively with the community. *Move to a PLC mindset and promote student learning versus student teaching.
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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"> *Our afterschool program was effective and meaningful driven by student need. *School wide intervention was implemented and will continue for the 2017-2018 school year. Its effectiveness will need to be monitored. *The eRti process needs to be more clarification and we need consistency on inputting data and monitoring progress. *Rotation, lunch, and recess master schedule will be tightened so that we can increase learning time. A block schedule will allow students to spend as much time possible in the classroom.
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CSF 5: Family/Community Engagement

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

- Communication
- Family and community activities
- Family and community input
- Family and community services
- Second language communication
- Other

Findings	<p>*Staff reports that we continue to increase parental involvement due to better communication of events.</p> <p>*Parents feel satisfied with current activities and have expressed that they have seen improvement in all activities.</p> <p>*We implemented year two of Festival of Nations event that was a major success for our school. Over 300 participants showcased 16 nations represented at Raba. Parents continue to look forward to this event yearly.</p> <p>*Staff feels that we can do more to increase parental involvement especially with our ESL families. We did not do our family night this year and we have made it a priority to do so this coming year. We will continue to showcase all the nations represented at Raba with our FON.</p> <p>*The use of an Arabic translating card ring helps communicate with our students.</p>
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CSF 6: School Climate

<p>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.</p>

<input checked="" type="checkbox"/> Teacher surveys

<input type="checkbox"/> Parent surveys

<input checked="" type="checkbox"/> Student surveys or panels

<input checked="" type="checkbox"/> Discipline
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<input checked="" type="checkbox"/> Student attendance
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<input checked="" type="checkbox"/> Extra-curricular activities and clubs

<input type="checkbox"/> Other

Findings	<p>*Staff feels that effective communication betters schools climate. As well as student attendance.</p> <p>*We used Remind to communicate with staff on upcoming events and reminders. Staff was very satisfied with this program.</p> <p>*Callouts were highly effective in communicating with families.</p> <p>*Principal's Newsletter, "The Rattlin' Rattler," was highly effective in communication information to both parents and staff.</p> <p>*Student attendance is at 94.27% which is lower than last year. Promoting attendance will improve our school climate. Our Staff attendance was at 97.13%</p> <p>*Teacher monthly incentives helped improve staff morale and climate.</p> <p>*We added our calendar of events to our website for parents to see.</p> <p>*We effectively used Twitter to promote school activities.</p>
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CSF 7: Teacher Quality

<p>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.</p>

<input checked="" type="checkbox"/> Teacher attendance
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<input checked="" type="checkbox"/> Teacher experience and years on campus
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<input checked="" type="checkbox"/> Class size
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<input checked="" type="checkbox"/> Staff retention rates

<input checked="" type="checkbox"/> Alignment of curriculum, instruction, assessment
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<input checked="" type="checkbox"/> Alignment of CDB scores and STAAR results	
<input checked="" type="checkbox"/> Effectiveness of planning and collaboration	
<input checked="" type="checkbox"/> Professional development experiences and requests	
<input type="checkbox"/> Other	
Findings	<p>*Administration will hire highly qualified teachers with ESL certification as highly recommended.</p> <p>*As we look at class sizes we will balance classes with GT, SPED, and STAAR failure students.</p> <p>*We had a good staff retention rate. Two teachers retired and we did not have any teacher transfer.</p> <p>*We need to work on staff attendance. Especially towards the end of the school year. We noticed a pattern on Fridays. We had a higher number of teachers out on Fridays than any other day of the week.</p> <p>*Collaboration for instruction improved at every grade level we want to see this collaboration with vertical teams as well as ESL teachers.</p>

Priority Needs

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

Priority Need 1

The problem is that students are not reading on or above grade level. We missed our special education safe guard and emphasis will be paced in that sub population.
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 3 Leadership Effectiveness CSF 4 Increased Learning Time CSF 5 Family and Community Engagement CSF 6 School Climate CSF 7 Teacher Quality

Priority Need 2

The problem is that students are not performing to expectations in the areas of reading, math, and writing. We missed our special education safe guard and emphasis will be paced in that sub population.
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 3 Leadership Effectiveness CSF 4 Increased Learning Time CSF 5 Family and Community Engagement CSF 6 School Climate CSF 7 Teacher Quality

Priority Need 3

The problem is that we are seeing a high number of disciplinary incidents and office referrals and students are missing out on instruction.
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 3 Leadership Effectiveness CSF 4 Increased Learning Time CSF 5 Family and Community Engagement CSF 6 School Climate CSF 7 Teacher Quality

CAMPUS: RABA 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	08/21/2017	TTESS Staff Training	Instruction	Prof. Staff	All Students	Local	6
08/22/2017	08/22/2017	PLC Staff Training	Instruction	Prof. Staff	All Students	Local	6
08/23/2017	08/23/2017	SIP Analysis/ELAR Training	Instruction	Prof. Staff	All Students	Local	6
10/09/2017	10/09/2017	Vertical Team Planning and Alignment	Curriculum	Prof. Staff	All Students	Local	6
11/20/2017	11/20/2017	Retreat Day 1	Collaboration	Prof. Staff	All Students	Local	6
11/21/2017	11/21/2017	Retreat Day 2	Instruction	Prof. Staff	All Students	Local	6
02/19/2018	02/19/2018	Targeted Interventions and Formative Assessment	Assessment	Prof. Staff	All Students	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	80%	51%	85%	74%	76%	81%	54%	30%	85%
African-American	87%	53%	85%	62%	72%	86%	49%	23%	85%
Hispanic	80%	50%	80%	70%	74%	81%	53%	28%	80%
White	77%	53%	80%	84%	86%	81%	61%	37%	80%
Economically Disadvantaged	79%	41%	80%	66%	68%	76%	41%	18%	80%
Special Education	44%	28%	60%	44%	48%	53%	44%	12%	60%
At-Risk	59%	24%	65%	58%	58%	62%	23%	8%	65%
Limited English Proficient	58%	27%	60%	62%	63%	54%	26%	15%	60%
Asian	71%	52%	85%	89%	78%	83%	53%	43%	85%
American Indian	100%	100%	N/A	73%	58%	50%	50%	50%	N/A
Hawaiian Pacific Islander	100%	0%	N/A	75%	71%	N/A	N/A	N/A	N/A
Two or More	92%	67%	85%	80%	87%	80%	60%	20%	85%

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	78%	47%	75%	64%	62%	73%	47%	13%	75%
African-American	82%	55%	80%	53%	56%	64%	45%	27%	70%
Hispanic	78%	43%	82%	60%	59%	75%	45%	13%	80%
White	83%	50%	80%	72%	73%	60%	45%	15%	70%
Economically Disadvantaged	79%	38%	75%	56%	52%	67%	35%	12%	75%

Special Education	50%	25%	60%	33%	32%	53%	47%	7%	60%
At-Risk	58%	26%	65%	44%	37%	35%	9%	0%	50%
Limited English Proficient	52%	29%	60%	54%	49%	17%	8%	0%	50%
Asian	60%	60%	70%	85%	72%	89%	67%	0%	85%
American Indian	N/A	N/A	N/A	61%	71%	100%	100%	0%	N/A
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%	100%	0%	0%	50%

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	Approaches Standard	Approaches Standard	
All Students	80%	53%	80%	79%	80%	84%	61%	32%	80%
African-American	77%	47%	80%	66%	72%	89%	60%	31%	80%
Hispanic	79%	49%	85%	77%	78%	82%	59%	28%	80%
White	79%	60%	80%	87%	88%	84%	63%	43%	80%
Economically Disadvantaged	78%	45%	80%	73%	73%	76%	51%	24%	80%
Special Education	51%	37%	60%	53%	56%	74%	47%	15%	65%
At-Risk	66%	34%	65%	67%	65%	70%	37%	15%	65%
Limited English Proficient	67%	40%	50%	73%	72%	68%	43%	30%	70%
Asian	90%	62%	85%	94%	86%	87%	77%	45%	85%
American Indian	100%	100%	N/A	78%	77%	100%	50%	0%	N/A
Hawaiian Pacific Islander	100%	0%	N/A	80%	78%	N/A	N/A	N/A	N/A
Two or More	100%	83%	90%	82%	89%	100%	60%	20%	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	

All Students	81%	39%	85%	73%	76%	91%	53%	27%	85%
African-American	67%	25%	80%	59%	68%	79%	21%	14%	80%
Hispanic	83%	37%	85%	68%	73%	92%	51%	27%	85%
White	75%	57%	80%	84%	87%	95%	80%	35%	85%
Economically Disadvantaged	73%	30%	75%	65%	67%	90%	45%	18%	75%
Special Education	59%	41%	60%	44%	46%	75%	63%	13%	65%
At-Risk	68%	19%	70%	56%	59%	82%	32%	12%	75%
Limited English Proficient	67%	33%	60%	57%	58%	87%	47%	13%	70%
Asian	75%	0%	80%	89%	75%	92%	67%	42%	85%
American Indian	N/A	N/A	N/A	73%	60%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	0%	N/A	75%	93%	N/A	N/A	N/A	N/A
Two or More	100%	43%	90%	81%	86%	100%	25%	0%	90%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	96.2%	95%
African-American	95.4%	95.8%	97%	95%
Hispanic	95.6%	95%	95.9%	95%
White	96%	95.8%	96.2%	95%
Economically Disadvantaged	95.4%	94.4%	95.6%	95%
Special Education	94.5%	93.9%	95.2%	95%
Limited English Proficient	96.4%	95.8%	95.9%	95%
Asian	97.8%	96.8%	97.3%	95%
American Indian	95.3%	95.2%	99.5%	N/A
Hawaiian Pacific Islander	95.5%	96.1%	95.5%	N/A
Two or More	95.9%	96%	95.9%	95%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	0.16%	0.2%
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17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : The problem is that students are not reading on or above grade level. We missed our special education safe guard and emphasis will be paced in that sub population.

Goal : System Safeguards. Raba Elementary will increase the number of PK-5th grade students reading at or above grade level by 10% for the 2017-2018 school year.

Goal Details

Student Groups Impacted	All Students, African American, Asian, Special Education, At Risk, Eco-Dis, White, Hawaiian Pacific Islander, ELL, Hispanic, 2 or More, American Indian, Homeless
Funding Needed	Local
Timeline for Implementation	On going throughout the year.
November Progress Check	After IRI check we are seeing an increase during progress checks. Will access again after implementing morning tutoring
March Progress Check	<p>Comparing Benchmarks of Raba to the district, we have increased the gap that was seen last school year.</p> <p style="padding-left: 40px;">Raba District (Reading)</p> <p>3rd 67.1% 63.7%</p> <p>4th 65% 61%</p> <p>5th 68% 64%</p> <p style="padding-left: 40px;">Raba District (Math)</p> <p>2nd 68% 63%</p> <p>3rd 64% 67%</p> <p>4th 65% 61%</p> <p>5th 64% 58%</p>

June Progress Check	<p>As we ended the year we looked at the number of students that were not reading on grade level. Our data shows the following percent of students per grade level not reading on grade level:</p> <p>Kinder: 12% First: 33% Second: 21% Third: 15% Fourth: 17% Fifth: 17%</p> <p>Overall 16% of our students were not reading on grade level by the end of the school year. We are going to carry this goal into the 2017-2018 school year. Numbers show that 123 total students were not on grade level and want to lower that number by 10%. 5th grade STAAR scores were 88% for 2016-17 and 94% this school year. Additionally, we will add growth to our goal to identify students as they move up.</p> <p>Raba was recognized for making the 2017 - 2018 Texas Honor Roll presented by Educational Results Partnership and the Institute for Productivity in Education.</p>
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Activity 1

Activity	<ul style="list-style-type: none"> •Reader's workshop- NFL Night •Literacy circles •Student-shared reading (projects)
Person Responsible	<ul style="list-style-type: none"> •Staff •Teachers •Parents
Monitoring Measures	<ul style="list-style-type: none"> •IRI's •CDB's •STAAR •TPRI •Morning Tutoring
Title 1 Fund	No
Title 1 Campuses	
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	
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Activity 2

Activity	<ul style="list-style-type: none"> •Buddy class reading to promote or model reading •Using iPad minis eteaching apps to increase engagement in all areas
Person Responsible	Teachers
Monitoring Measures	<ul style="list-style-type: none"> •Assessments •iPad check out/reservations
Title 1 Fund	No
Title 1 Campuses	
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 3

Activity	<ul style="list-style-type: none"> •Using data from records, Fontas & Pinnell and TPRI to inform instruction for guided reading groups •Facilitate genre studies to meet the needs and special education students •School wide intervention block to focus on math and reading
Person Responsible	<ul style="list-style-type: none"> •Classroom teachers •Reading and Math specialists •Campus staff for school wide interventions
Monitoring Measures	<ul style="list-style-type: none"> •STAAR Data •Records •TPRI •Fontas & Pinnell •CDB
Title 1 Fund	No

Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	<ul style="list-style-type: none"> •Warren buddy reading buddy program •Community incentives for reading improvement •Recognize reading level improvements through awards assembly/RABA TV
Person Responsible	<ul style="list-style-type: none"> •Warren buddy/teacher •Classroom teacher
Monitoring Measures	<ul style="list-style-type: none"> •IRI's •TPRI's •Web books •Achievement tests & CDB's
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 4. Develop and implement processes for vertical collaboration across bands of stakeholders.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

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

Goal 2

Need : The problem is that students are not performing to expectations in the areas of reading, math, and writing. We missed our special education safe guard and emphasis will be paced in that sub population.

Goal : System Safeguards. Raba Elementary will increase student achievement, for all students with an emphasis on ESL/LEP, at-risk, eco. dis. and special education sub-populations, in the areas of reading, writing, and math for PK-5th students by a minimum of 10% for the 2017-2018 school year. (3-5 STAAR data will be used to measure this goal)

Goal Details

Student Groups Impacted	All Students, African American, Asian, Special Education, At Risk, Eco-Dis, White, Hawaiian Pacific Islander, ELL, Hispanic, 2 or More, American Indian, Homeless
Funding Needed	Local
Timeline for Implementation	On going throughout the year
November Progress Check	Campus has completed book character parade with highest participation thus far. Math/Reading spec. is now doing make and take lessons with teachers. We've added Education Galaxy and Math Framework to supplement all subjects.

March Progress Check

Comparing Benchmarks of Raba to the district, we have increased the gap that was seen last school year.
Campus will be doing a mock STAAR.

	Raba	District(Reading)	Spec Ed
3rd	60%	59%	42%
4th	71%	64%	51%
5th	64%	63%	57%

	Raba	District (Math)	Spec Ed
2nd	68%	63%	42%
3rd	64%	67%	64%
4th	65%	61%	50%
5th	64%	58%	51%

June Progress Check	<p>At this time we do not have STAAR data to enter. The following data is 5th Grade STAAR data comparing percent passing from 2016-2017 to 2017-2018(1st Admin):</p> <p style="text-align: center;">2016-2017 2017-2018(1st Admin)</p> <p>Reading</p> <p>Eco Dis: 82% 82% 0</p> <p>SPED: 71% 42% -29</p> <p>LEP: 73% 55% -18</p> <p>At Risk: 76% 64 -12</p> <p>Math</p> <p>Eco Dis: 98% 94% -4</p> <p>SPED: 86% 83% -3</p> <p>LEP: 88% 64% -24</p> <p>At Risk: 92% 88% -4</p> <p>Reading 16-17 17-18 up/down</p> <p>3rd 80% 74% -6%</p> <p>4th 76% 83% 7%</p> <p>Math</p> <p>3rd 82% 83% 1%</p> <p>4th 76% 84% 8%</p> <p>Writing 73% 80% 7%</p> <p>Science 91% 80% -11%</p> <p>We will carry over this goal to the 2018-2019 school year. As of now, after 2nd administration... we should meet our safeguard in 5th Grade.</p> <p>Raba was recognized for making the 2017 - 2018 Texas Honor Roll presented by Educational Results Partnership and the Institute for Productivity in Education.</p>
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Activity 1

Activity	<ul style="list-style-type: none"> •Writer’s Workshop •Writer’s showcase wall •School wide Poetry contest •Write at home •Book Character Parade Mock STAAR
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Person Responsible	<ul style="list-style-type: none"> •Classroom teachers •Reading specialist •Campus wide staff
Monitoring Measures	<ul style="list-style-type: none"> •Data collection •CDB's •Telpas •Staar •TPRI •IRI's •Info sheets
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	•Conduct vertical alignment classroom walks so that teachers are able to observe, document and assess the level of curricular and instructional alignment across grade levels in the area of writing w/an emphasis on at risk and LEP students.
Person Responsible	<ul style="list-style-type: none"> •Classroom teachers •Reading specialist •Campus wide staff
Monitoring Measures	<ul style="list-style-type: none"> •Observation anecdotal notes •Data collection •CDB's •TPRI •IRI's
Title 1 Fund	No
Title 1 Campuses	

Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	<ul style="list-style-type: none"> •Provide support for At-Risk & LEP students •School wide interventions •MAS Lab •Imagine Learning •TTM •Pearson •ESL tutoring w/in classroom
Person Responsible	<ul style="list-style-type: none"> •Classroom teachers •Reading specialist/Math Specialist •Campus wide staff
Monitoring Measures	<ul style="list-style-type: none"> •Data collection •CDB's •TELPAS •STAAR •TPRI •IRI's
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 6. Utilize technology in advanced and innovative ways to support instruction and facilitate learning
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	<ul style="list-style-type: none"> •Utilize on-line intervention programs such as istation, LEXIA, Read Naturally, Reading A-Z, iReady, TTM, etc. for interventions •School wide intervention block to focus on math and reading
Person Responsible	<ul style="list-style-type: none"> •Campus wide staff •Math and reading specialists •Classroom teachers
Monitoring Measures	<ul style="list-style-type: none"> •Teachers and Staff •Using parents more as instructional verses clerical (ex. 1:1 Reading/Writing •Specialists, teachers, admin
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	<ul style="list-style-type: none"> •Data will be used to plan instruction and to plan for group & individual interventions •Running records, F&P, TPRI will inform instruction for guided reading groups, COGAT, STAAR, benchmarks, inf. Sheets, estar, common assessments
Person Responsible	<ul style="list-style-type: none"> •Campus wide staff •Math and reading specialists •Classroom teachers
Monitoring Measures	<ul style="list-style-type: none"> •Data collection •CDB's •TELPAS •STAAR •TPRI •IRI's
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	

Goal 3

Need : The problem is that we are seeing a high number of disciplinary incidents and office referrals and students are missing out on instruction.

Goal : Raba Elementary will decrease the number of PK-5th grade student disciplinary incidents and referrals by 10%, as proportionate to school enrollment, for the 2017-2018 school year.

Goal Details

Student Groups Impacted	All Students, African American, Asian, Special Education, At Risk, Eco-Dis, White, Hawaiian Pacific Islander, ELL, Hispanic, 2 or More, American Indian, Homeless
Funding Needed	Local
Timeline for Implementation	On going throughout the year.
November Progress Check	Referrals have decreased by 15% as compared to last years data with more training with teachers.
March Progress Check	Last Year to date total of referrals were 41 compared to 25 as of today.

June Progress Check	<p>At this time it looks like this is a goal we will look at to see if we should carry over. A summary of our incident referrals show that we had a decrease of incidents documented on eSchool Plus. For the 2016-2017 school year we had a total of 140 incidents. This year we had a total of 88 incidents. Showing a decrease of 37% from one year to the next.</p> <p>Aug 21, 2017 to Jun 7, 2018</p> <p>DESCRIPTION COUNT Assault by contact 2 Assault by threat 2 Bus misconduct 6 Conflict with another student 2 Disobeys school/classroom rules/routine 18 Disrespect 1 Disrupting school environment 2 Disturbing class or other students 6 Hit a student 26 Lunch Misconduct 1 Mischief/horseplay 2 Persistent misbehavior 2 Physical aggression 1 Theft 4 Verbal/written/graphic abuse 1</p>
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Activity 1

Activity	<ul style="list-style-type: none"> •Teachers will increase knowledge of Google classroom •Students will develop higher interest in differentiated activities through Google classroom
Person Responsible	<ul style="list-style-type: none"> •Admin •Teachers •Parents
Monitoring Measures	<ul style="list-style-type: none"> •Disciplinary incidents and referrals •Behavior folders
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	

Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	<ul style="list-style-type: none"> •Student of the week •Positive video moments •Biannual Awards Ceremonies •Positive reinforcements •Team building •Class meeting •Warren mentors
Person Responsible	<ul style="list-style-type: none"> •Admin •Teachers •Counselors •Parents
Monitoring Measures	<ul style="list-style-type: none"> •Disciplinary incidents and referrals •Behavior folders
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 5. Provide rigorous, complex, and meaningful learning that promotes readiness for post PK-12 experiences.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

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Activity	<ul style="list-style-type: none"> •Pillar of Character Awards •Daily communication folders •Remind/Postcards "Positive Notes" •Email/phone contact (Positive) •Counselor's Coffee •Local businesses/Mentors Big Brothers/Big Sisters •Diamondbacks/Snakebytes
Person Responsible	<ul style="list-style-type: none"> •Admin •Teachers •Counselors •Parents
Monitoring Measures	<ul style="list-style-type: none"> •Disciplinary incidents and referrals •Behavior folders
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 1. Implement and evaluate a sound employment process for recruiting, screening, and hiring effective personnel.
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	<ul style="list-style-type: none"> •Students will use agendas to track and self-manage their responsibilities •Increase numbers of mentors recruited from winning
Person Responsible	<ul style="list-style-type: none"> •Admin •Teachers •Counselors •Parents
Monitoring Measures	<ul style="list-style-type: none"> •Lesson plans •Group lists
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	Objective 2. Implement, provide, and communicate programs that will ensure that students understand shared responsibility and have necessary coping skills.

Activity 5

Activity	•Rejuvenate keystone program or find a comparable program that provides training for the staff to build relationships with kids.
Person Responsible	•Admin •Teachers •counselors
Monitoring Measures	•Admin •Weekly meetings
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	Objective 4. Implement and promote a collaborative approach to school and community safety.

Goal :

Goal Details

Student Groups Impacted	
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Funding Needed	
Timeline for Implementation	
November Progress Check	
March Progress Check	
June Progress Check	

Activity 1

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

Activity 2

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	

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

Activity 3

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

Activity 4

Activity	
Person Responsible	
Monitoring Measures	

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

Activity 5

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

Goal : Provide school-wide learning opportunities for all students to be healthy and active for a lifetime.

Goal Details

Student Groups Impacted	All Students, African American, Asian, Special Education, At Risk, Eco-Dis, White, Hawaiian Pacific Islander, ELL, Hispanic, 2 or More, American Indian, Homeless
Funding Needed	Local
Timeline for Implementation	Throughout the year as activities are scheduled with coaches and PTA
November Progress Check	The campus is using Go Noodle consistently along with exercises incorporated in the morning announcements. Weekly minutes of physical education are being met. We have a Marathon Kids Raba Rattlers Running Club consisting of teachers, parents and students that meet every Wednesday. Recently, Jump Rope for Heart has come to an end but the heart-healthy habits that were taught will last a lifetime. We are planning to have our fun run on Jan 31, 2018.
March Progress Check	We had Heroes for Health with the chief of police and the dog Alice on March 8, 2018.
June Progress Check	We had an end of year ceremony for our Marathon kids with over 300 miles ran during the course of the program. Students were recognized for their individual milestones as well as adults that participated.

Activity 1

Activity	Fun Run/ Walk-a-thon
Person Responsible	PTA Admin Teachers
Monitoring Measures	PTA Walk-a-thon enrollment
Title 1 Fund	No
Title 1 Campuses	
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 2

Activity	•NEF 5K •Use Go Noodle in the classroom
Person Responsible	Teachers NEF Rep Admin
Monitoring Measures	Sign up sheets
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	Objective 3. Implement, provide, and maintain instructional facilities that support a safe, healthy, and comfortable learning environment in a growing community.

Activity 3

Activity	Heroes for Health
Person Responsible	Coaches Counselors Admin
Monitoring Measures	Participation
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	Objective 4. Implement and promote a collaborative approach to school and community safety.
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Activity 4

Activity	Jump Rope for Heart
Person Responsible	Coaches
Monitoring Measures	School Participation
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 5

Activity	Marathon Kids Raba Rattlers Running Club
Person Responsible	Coaches
Monitoring Measures	School Participation
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	