



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

SCARBOROUGH ELEMENTARY SCHOOL

2017-2018

SCARBOROUGH ES

Needs Assessment 2017-2018

Process

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

- +During the year we revisited the SIP during staff meetings to remind people of our goals for the year.
- + We started in March with the discussion of the SIP and where we were.
- + Strands evaluated their learning for the year, their goals, determined what they needed to continue with, then wrote new goals for the year. Suggestions were for staff development and school-wide programming.
- + During mid-year letter meetings, spring RtI meetings, and discussions during Day 5, we realized we had way too many students reading below level. Planning began to create our first grade intervention time with support and plans for next year as we discussed phonemic awareness.
- + We moved to vertical teams for the remainder of the process.
- +During an early release we took our goals from the year using a SWOT Protocol to see how well we implemented,achieved or none of the above. We discussed the strengths and weaknesses of our priority needs. Decided to move the priority need based on behavior and attendance to a goal within in our Husky Habits strand where we focus on student ownership of behavior and learning.
- + During a staff meeting we tweaked the priority needs restating one of them to be a process goal instead of an outcome goal.
- + next staff meeting we utilized a root cause activity for reading.
- + Next Early release we took the rewritten priority needs and began writing goals and activities to support.
- + The final leadership meeting in May we took a draft of the SIP with the three priority needs as our goals to becertain we were on the right track. Staff development was planned and suggestions offered.

Data and Campus Practices Review

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

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

CSF 1: Academic Performance	
Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.	
<input checked="" type="checkbox"/> STAAR/EOC/TAKS	
<input type="checkbox"/> Regression graphs	
<input checked="" type="checkbox"/> Student demographics	
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE	
<input type="checkbox"/> TELPAS	
<input 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	<ul style="list-style-type: none"> + Many students are reading below level + Teachers tend to pay more attention to reading level than to skills + Phonemic awareness is not as thoroughly taught as it should be + We have lots of data but don't use it as well as we could.

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.	
<input checked="" type="checkbox"/> Student attendance	
<input checked="" type="checkbox"/> Discipline	

<input checked="" type="checkbox"/> Grades		
<input checked="" type="checkbox"/> CDBs		
<input checked="" type="checkbox"/> Common Assessments		
<input type="checkbox"/> Other		
<table border="1"> <tr> <td style="width: 15%;">Findings</td> <td> <ul style="list-style-type: none"> + Grades are inconsistent within grade levels + Data was discussed, but we were overwhelmed with math to focus as well as wanted to. + Many of the new people on staff struggled with the TEKS in all areas + Common assessments were written by teams; provided quality information + Trends in scores were accurate predictors of what was taking place instructionally + Attendance improved for many students; our repeat offenders still had poor attendance + Teachers were persistent with students whose attendance had been an issue </td> </tr> </table>	Findings	<ul style="list-style-type: none"> + Grades are inconsistent within grade levels + Data was discussed, but we were overwhelmed with math to focus as well as wanted to. + Many of the new people on staff struggled with the TEKS in all areas + Common assessments were written by teams; provided quality information + Trends in scores were accurate predictors of what was taking place instructionally + Attendance improved for many students; our repeat offenders still had poor attendance + Teachers were persistent with students whose attendance had been an issue
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CSF 3: Leadership Effectiveness	
Leadership Effectiveness targets the need for leadership on the campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Providing job-embedded professional development to build capacity of campus leaders is a vital part of this CSF.	
<input checked="" type="checkbox"/>	Distribution of leadership and responsibilities
<input checked="" type="checkbox"/>	Decision making structures on the campus
<input checked="" type="checkbox"/>	Teacher input
<input checked="" type="checkbox"/>	Campus goals
<input checked="" type="checkbox"/>	Monitoring of teacher performance; feedback to staff
<input checked="" type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Master schedule
<input checked="" type="checkbox"/>	Teacher and parent surveys
<input type="checkbox"/>	Other
Findings	<ul style="list-style-type: none"> + Team leaders took more of the lead in being certain expectations were being followed. + Strands were effective in the study of areas stated + Staff understood what our goals were for the year + Team norms were revisited and rewritten - helped with efficiency of time + Administration listened to concerns; assisted in problem-solving + Parent survey results were positive though only 20% participated. + Staff completed a survey on-line during May + Staff would like more walk-throughs by administration + Enhanced Red Wagon Program helped 13 new staff members become acclimated

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"> + More emphasis on progress monitoring + Lab was open twice monthly with all support staff available + Booklet was publish about the process of Rtl + Not all teachers check progress monitoring data and update in a timely manner + Finding quality time for interventions outside of the 8:00 - 8:30 time block is a challenge + Definitions of what is and what is not an intervention were not clear to some + Created a time for 1st grade interventions that included the Reading Specialist and At-Risk IA + Tutoring is not a priority for some families (students who needed it the most were unable to stay)
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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	<ul style="list-style-type: none"> + Use of Remind 101 by teachers was effective (Class DoJo too) + Parents were more comfortable this year with the level of communication as compared to last year when they would ask, "Why do you keep calling?" + Provided more service support to families in need + Twitter and PTA Facebook page reached many parents + Weak in parent knowledge of the Seven Habits and new math curriculum
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CSF 6: School Climate

School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.

<input checked="" type="checkbox"/> Teacher surveys		
<input checked="" type="checkbox"/> Parent surveys		
<input type="checkbox"/> Student surveys or panels		
<input checked="" type="checkbox"/> Discipline		
<input checked="" type="checkbox"/> Student attendance		
<input checked="" type="checkbox"/> Extra-curricular activities and clubs		
<input type="checkbox"/> Other		
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CSF 7: Teacher Quality
Teacher Quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development. Evidence shows that low income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers.
<input checked="" type="checkbox"/> Teacher attendance
<input checked="" type="checkbox"/> Teacher experience and years on campus
<input checked="" type="checkbox"/> Class size
<input checked="" type="checkbox"/> Staff retention rates
<input checked="" type="checkbox"/> Alignment of curriculum, instruction, assessment
<input checked="" type="checkbox"/> Alignment of CDB scores and STAAR results
<input checked="" type="checkbox"/> Effectiveness of planning and collaboration
<input checked="" type="checkbox"/> Professional development experiences and requests
<input type="checkbox"/> Other

Findings	<ul style="list-style-type: none"> + Many new staff members on campus (13) which made some things challenging. + Existing teams swooped up new people; helped them learn the Husky Way + During the year we added several staff members when others left + Class size was challenging at the end in the primary grades as we went over 22 + CDB scores were dismal at times + MSD worked with teams to align new Math TEKS and to work with teams to understand concepts, what should be taught, and how. + Staff retention rates for the 2015-2016 year highest ever with no classroom teachers leaving. Adding seven teachers for new year. + Teacher attendance rates were not high as previous years + Teams planned more together + Grade levels where planning was well done was evidenced in results of common assessments and planning
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Priority Needs

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

Priority Need 1

The "Scarborough Way" will be taught to the new and current staff, students and parents in order for students to be successful 100% of the time.
<ul style="list-style-type: none"> 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

<ul style="list-style-type: none"> + Use student performance data (STAAR,CDB, IRI, Running Records, Topic tests, common assessments) to make reteach/review decisions 100% of the time. Increase in rigor Interventions Planning work stations - respectful tasks
<ul style="list-style-type: none"> 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

+ Reduce numbers of students reading below level in all grade levels by 10%
<ul style="list-style-type: none"> CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 4 Increased Learning Time CSF 7 Teacher Quality

CAMPUS: SCARBOROUGH 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	07/23/2018	Husky Academy: Data Review, SIP Development, RTI, 504, Discipline, Handbook	Instruction	All			6
08/22/2017	07/24/2018	Husky Academy: Common Formative Assessments, Professional Learning Communities, Writer's Workshop	Instruction	All			6
08/23/2017	06/26/2018	Husky Academy: Convocation, TAC, TTESS SLO	Instruction	All			6
10/09/2017	10/08/2018	District Staff Development .5 day, Campus SD .5 Day-PLC/Math/Reading /Writing	Collaboration				6
11/20/2017	08/14/2018	Team Building, TAC, PLC	Instruction	All			
11/21/2017	08/22/2017	Husky Academy for staff new to Scarborough to learn the Scarborough Way. Existing staff have been asked to attend writing, reading and math staff development.	Instruction	All			6

02/19/2018	02/18/2019	Rtl, Husky Habits, Team Building -Phonemic Awareness/Phonics study update.	Classroom Management	All			6
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ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES

READING (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	84%	49%	86%	74%	76%	87%	51%	29%	90%
African-American	84%	46%	86%	62%	72%	86%	47%	25%	90%
Hispanic	83%	47%	85%	70%	74%	86%	47%	26%	90%
White	86%	54%	87%	84%	86%	88%	57%	35%	90%
Economically Disadvantaged	79%	46%	80%	66%	68%	80%	38%	21%	85%
Special Education	65%	35%	67%	44%	48%	57%	27%	8%	60%
At-Risk	67%	23%	68%	58%	58%	67%	17%	2%	70%
Limited English Proficient	71%	43%	73%	62%	63%	67%	17%	0%	70%
Asian	100%	73%	73%	89%	78%	90%	80%	40%	95%
American Indian	N/A	N/A	N/A	73%	58%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	0%	0%	N/A	75%	71%	100%	0%	0%	100%
Two or More	89%	50%	90%	80%	87%	85%	70%	50%	90%

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%	41%	80%	64%	62%	69%	41%	12%	70%
African-American	69%	46%	71%	53%	56%	82%	27%	9%	85%
Hispanic	76%	43%	78%	60%	59%	66%	37%	10%	70%
White	88%	33%	90%	72%	73%	69%	51%	16%	70%
Economically Disadvantaged	67%	34%	70%	56%	52%	54%	23%	8%	60%

Special Education	46%	23%	50%	33%	32%	27%	0%	0%	35%
At-Risk	49%	7%	50%	44%	37%	36%	15%	6%	45%
Limited English Proficient	0%	0%	N/A	54%	49%	100%	0%	0%	100%
Asian	100%	0%	N/A	85%	72%	100%	33%	33%	100%
American Indian	N/A	N/A	N/A	61%	71%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	0%	0%	0%	67%	50%				N/A
Two or More	78%	56%	80%	70%	76%	67%	33%	0%	70%

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	88%	49%	90%	79%	80%	88%	60%	28%	90%
African-American	73%	41%	75%	66%	72%	83%	58%	31%	90%
Hispanic	88%	46%	90%	77%	78%	87%	56%	25%	90%
White	91%	59%	92%	87%	88%	92%	67%	34%	95%
Economically Disadvantaged	82%	45%	85%	73%	73%	83%	55%	22%	85%
Special Education	70%	33%	72%	53%	56%	68%	41%	16%	70%
At-Risk	73%	17%	75%	67%	65%	73%	28%	5%	75%
Limited English Proficient	71%	29%	72%	73%	72%	75%	50%	8%	80%
Asian	100%	73%	100%	94%	86%	90%	90%	40%	95%
American Indian	N/A	N/A	N/A	78%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	0%	0%	N/A	80%	78%	0%	0%	0%	N/A
Two or More	89%	56%	90%	82%	89%	95%	70%	35%	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	78%	33%	80%	73%	76%	80%	41%	11%	85%
African-American	90%	40%	90%	59%	68%	56%	44%	11%	60%
Hispanic	76%	29%	78%	68%	73%	78%	38%	9%	80%
White	77%	38%	80%	84%	87%	95%	59%	18%	100%
Economically Disadvantaged	70%	20%	70%	65%	67%	76%	39%	11%	80%
Special Education	65%	53%	67%	44%	46%	73%	55%	18%	75%
At-Risk	59%	13%	60%	56%	59%	63%	20%	4%	65%
Limited English Proficient	N/A	N/A	N/A	57%	58%	20%	20%	0%	30%
Asian	100%	33%	100%	89%	75%	100%	100%	0%	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	80%	40%	80%	81%	86%	89%	22%	11%	90%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	96.1%	98%
African-American	95.4%	95.8%	96.9%	98%
Hispanic	95.6%	95%	96%	98%
White	96%	95.8%	96.1%	98%
Economically Disadvantaged	95.4%	94.4%	95.4%	98%
Special Education	94.5%	93.9%	94.7%	98%
Limited English Proficient	96.4%	95.8%	95.3%	98%
Asian	97.8%	96.8%	97.2%	98%
American Indian	95.3%	95.2%	95.7%	98%
Hawaiian Pacific Islander	95.5%	96.1%	96.9%	98%
Two or More	95.9%	96%	97.1%	98%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	0.27%	0.25%
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17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : The "Scarborough Way" will be taught to the new and current staff, students and parents in order for students to be successful 100% of the time.

Goal : The "Scarborough Way" will be taught to new and current staff, students and parents in order for students to be successful 100% of the time.

Goal Details

Student Groups Impacted	All Students, Special Education, Eco-Dis
Funding Needed	Other
Timeline for Implementation	August for expectations printed and communicated followed by continuous publishing and stating throughout the year. August for parent event
November Progress Check	Completed Husky Night and Parent Orientation in August. Husky Night allowed parents to come and meet teachers, drop off supplies, and get familiar with campus layout. Food Trucks and other activities were provided to encourage families to get to know each other. Parent Orientation night followed in the first week of school. Parent Orientation night provided families the opportunity to learn about grade level expectations, grading policies, campus afterschool programs/clubs, and what the Husky way is all about. Parent feedback was collected and evaluated for future discussions.
March Progress Check	Continued teaching of Husky expectations is provided through Class Meetings, Morning Announcements, Parent Conferences, and Husky Howl-a-Rounds. In February we began a program where students, elected by classroom teachers, are trained school ambassadors and conduct orientations with newly enrolled students. The primary role for these student ambassadors is to help acclimate new students to Scarborough and provide a smooth transition.
June Progress Check	Continued teaching of Husky expectations is provided through Class Meetings, Morning Announcements, Parent Conferences, and Husky Howl-a-Rounds. In February we began a program where students, elected by classroom teachers, are trained school ambassadors and conduct orientations with newly enrolled students. The primary role for these student ambassadors is to help acclimate new students to Scarborough and provide a smooth transition.

Activity 1

Activity	Communicating the Husky Way by: Stating the expectations for staff, students and parents Establish a family night prior to school beginning where we go into neighborhoods to meet parents and welcome back to school.
Person Responsible	Mirella Campbell Mark Sandoval Staff
Monitoring Measures	Parent and staff Survey regarding the Husky Way in May
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	
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 2

Need : + Use student performance data (STAAR,CDB, IRI, Running Records, Topic tests, common assessments) to make reteach/review decisions 100% of the time.
 Increase in rigor
 Interventions
 Planning
 work stations - respectful tasks

Goal : Improve writing scores by 10% for at-risk and eco-dis populations at the 4th grade level.

Goal Details

Student Groups Impacted	All Students, Special Education, Eco-Dis
Funding Needed	Title II, State Compensatory
Timeline for Implementation	Begin in August to review current data following our staff development where we use STAAR data to teach use of the protocol. Day 5 meetings
November Progress Check	August collaboration meetings and PLC meetings focused on analyzing data to design interventions, re-teaching, and enrichment for all students. Early August PLC's also focused on pulling apart the TEKS in both math and writing. Specialists worked with grade levels to plan out instruction by need and design common assessments for further data collection.
March Progress Check	Grade level teachers participated in collaboration meetings with the reading specialist and district support staff to review best practices for writing instructions and the use of mentor texts. Staff development was provided to review and analyze the district writing rubric and effective use with student writing samples.
June Progress Check	Grade level teachers participated in collaboration meetings with the reading specialist and district support staff to review best practices for writing instructions and the use of mentor texts. Staff development was provided to review and analyze the district writing rubric and effective use with student writing samples.

Activity 1

Activity	Teams will meet two times a month to plan with math and reading specialists to be certain TEKS are understood, content is covered and effective teaching practices are shared during collaboration meetings. PLC meetings, with grade level teams, will take place every Monday and will allow teachers to use data collected from common assessments to determine interventions or enrichment for all students.
Person Responsible	Mirella Campbell Mark Sandoval Staff Donna Glassburn Jennifer Cardenas
Monitoring Measures	Walkthroughs Learning Walks Lesson Plans Common Assessments PLC Meetings Collaboration 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	

Activity 2

Activity	<p>Intervention:</p> <p>Begin interventions earlier in the school year at all grade levels.</p> <p>Include the computer lab for iStation, iReady, and TTM as a duty station</p> <p>Introduce Writer's Workshop for all grade levels.</p> <p>Enhance work stations in reading and math to reflect a higher level of learning beginning with application of skills.</p>
Person Responsible	<p>Jennifer Cardenas</p> <p>Donna Glassburn</p> <p>Mark Sandoval</p> <p>Mirella Campbell</p>
Monitoring Measures	<p>CDB Data/Common Assessments</p> <p>IRI's</p> <p>Collaboration Meetings</p> <p>Stands</p> <p>PLC Meetings</p>
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	
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 3

Need : + Reduce numbers of students reading below level in all grade levels by 10%

Goal : + Reduce numbers of students reading below level in all grade levels by 10%

Goal Details

Student Groups Impacted	All Students, Special Education, Eco-Dis
Funding Needed	Local, State Compensatory
Timeline for Implementation	August-June

November Progress Check	Collaboration meetings take place weekly with specialists to review and analyze IRI's and TPRI data. Reading specialists/admin meet with grade level teams to discuss grade level deficits and areas that should be revisited and included in guided reading groups. Monday PLC meetings allow teachers time to share instructional strategies and activities that will address student needs.
March Progress Check	Continued Reading specialists/admin meetings with grade level teams to discuss grade level deficits and areas that should be revisited and included in guided reading groups. Monday PLC meetings allow teachers time to share instructional strategies and activities that will address student needs.
June Progress Check	Continued Reading specialists/admin meetings with grade level teams to discuss grade level deficits and areas that should be revisited and included in guided reading groups. Monday PLC meetings allow teachers time to share instructional strategies and activities that will address student needs.

Activity 1

Activity	Intervention: Begin interventions earlier in the school year at all grade levels. Include the computer lab for iStation and iReady Introduce Writer's Workshop for all grade levels. Enhance work stations in reading to reflect a higher level of learning beginning with application of skills.
Person Responsible	Grade Level Teachers Reading Specialists Administration
Monitoring Measures	Walkthroughs for Writer's Workshop and during Strand Meetings Lesson Plans Collaboration Meetings IRI's, TPRI
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	
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 opportunities for staff and student to participate in activities that promote a healthy lifestyle.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk
Funding Needed	Other
Timeline for Implementation	August - June
November Progress Check	August-November: Two walk to school events have taken place where students and parents meet at the neighborhood swimming pool and walk to school as a group. Walk-a-thon took place in October during rotation time in all grade levels. December: Running club began and meet twice per week and includes grades 1-5 students. Activities focus building stamina while running for long periods of time or making healthy choices to stay active. Running club will end in May. Total student participation is 90 students with 4 teacher sponsors.
March Progress Check	March-May: Two more walk to school events have been planned where students and parents meet at the neighborhood swimming pool and walk to school as a group. December-May: Running club continues to meet twice per week and includes grades 1-5 students. Activities focus building stamina while running for long periods of time or making healthy choices to stay active. Running club will end in May. Total student participation is 90 students with 4 teacher sponsors. April-May: Husky Sock-Hop is planned for all students. The focus is to teach physical activity through dance. This event is an annual tradition where all parents are invited to join the fun.
June Progress Check	April-May: Husky Sock-Hop is planned for all students. The focus is to teach physical activity through dance. This event is an annual tradition where all parents are invited to join the fun. Conducted 2 more walk to school events in April and May.

Activity 1

Activity	After school workout session hosted by PE teachers that focus on group exercise routines 3 days a week.
Person Responsible	Coach Adams Coach Richards

Monitoring Measures	Staff Surveys Staff participation Staff Feedback
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	Monthly Walk to School events where students and teachers are encouraged to walk to school rather than riding a bus or car.
Person Responsible	Coach Adams Coach Richards Mirella Campbell Mark Sandoval
Monitoring Measures	Parent feedback Surveys Staff feedback
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	
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	