



NORTHSIDE
SCHOOL



INDEPENDENT
DISTRICT



SCHOOL IMPROVEMENT PLAN

TIMBERWILDE ELEMENTARY SCHOOL

2017-2018

OUR MISSION

Timberwilde Elementary School, in partnership with the family and community,

- *Provides a positive, child-centered environment;
- *Celebrates the intellectual, social, creative, and physical development of the child;
- *Promotes the desire to succeed
- *Encourages an appreciation and respect for diversity; and
- *Fosters a life-long love of learning.

TIMBERWILDE ES

Needs Assessment 2017-2018

Process

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

The School Improvement Planning Process for Timberwilde began in February with the work of the campus visioning team. This group completed a SWOT analysis as an overall look at the progress and processes of the campus. The critical success factors were reviewed during the process. Later that same month, all staff members participated in a chalk-talk style input session related specifically to our PBIS/CHAMPS implementation. In March, all staff members provided input regarding the strengths and weaknesses in the following areas: Achievement, Instructional Planning, and Student Management. These are all areas of focus in our 2016-17 SIP. The input provided by the staff during this process led us to a deeper focus on Instructional Planning. With the support of district school improvement staff, a root cause analysis was conducted in the area of instructional planning. In April, the visioning and communication teams met to review all input provided throughout the spring. This information was used to develop goals and activities as well as identify staff development needs of the campus. Goals and the staff development plan were submitted to the School Advisory Team (SAT) for approval. The complete Timberwilde SIP will be presented for staff review during the week of professional development in August when staff returns for the 2017-2018 school year.

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 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 checked="" type="checkbox"/> Other CDB data, NEAR data

Findings	<p>Current STAAR data at Timberwilde indicates areas of strength within both 5th grade Reading and 5th grade Math. For the first administration, 86% of 5th grade students passed the Math STAAR and 77% of 5th grade students passed the Reading STAAR. After the second administration, a cumulative 95% passed Math and 92% passed Reading. All GT students met the passing standard for STAAR. For Hispanic and Economically Disadvantaged students, performance rates were marginally lower than that of the White students on campus. Overall percentage of students meeting the highest level of Masters was 23% in Math and 21% in Reading.</p> <p>A weakness noted within the STAAR data is in the area of Special Education. Students in this group had a much lower success rate in Reading with 67% meeting the passing standard. Our Special Education students are served in a collaborative classroom setting as well as some served in a BMC classroom. Students in this self-contained classroom are included in the general education classroom to the greatest degree possible with support from Special Education staff.</p> <p>Upon reviewing our CDB comparison data for the year, it was noted that our current focus in Science has been beneficial and the data indicates growth in that subject area. Concerns were noted in Reading, Writing and Math for specific student groups and a focus will be placed on the workshop model to address the needs of these learners.</p> <p>On TELPAS, 7 out of 15 LEP students performed at Advanced or above in Reading and Writing.</p> <p>At Timberwilde, staff members utilize the eRtI system to document progress for students of concern. The campus utilizes the CHILD III process to review the interventions and record additional needs of struggling students. Our staff continues to learn how best to use the process to support students with learning challenges.</p> <p>Promotion/Placement/Retention criteria are reviewed in January. Final decisions are made in May.</p>
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CSF 2: Use of Quality Data to Drive Instruction	
Use of Quality Data to Drive Instruction emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used. It is not only the use of data to drive instructional decision making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.	
<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 checked="" type="checkbox"/>	Other Tier intervention data

Findings	<p>Student attendance at Timberwilde remains at an average of 96%.</p> <p>PBIS expectations are in place for common areas. Discipline infractions are addressed in a timely manner and ISS is an available placement when a need arises. CHAMPS is utilized within the classroom setting. A spring review of PBIS/CHAMPS status indicated we are on the right track with a few adjustments needed. A campus goal will continue in this area.</p> <p>Student grades are monitored by teachers and report cards are reviewed by administrators.</p> <p>Timberwilde data for CDBs/Common Assessments is disaggregated by campus specialists (Reading and Math). Grade level meetings are held to discuss the data, consider the need for resources and plan for intervention. Data is being used more frequently to make instructional decisions.</p> <p>During eRtI/CHILD III meetings, data was consistently reviewed to discern whether or not the student was making progress or in need of additional or different interventions.</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.	
<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	<p>Leadership opportunities have been diversified across the campus and more staff members are serving as sponsors/leaders for campus teams, student groups, and special events.</p> <p>Campus teams met regularly this year. Work was centered around campus goals and a focus was maintained on school improvement. Grade level teams meet regularly however their instructional planning model does not support the implementation of quality lessons. Teachers have identified instructional planning as an area of need and this will become a focus for this 2017-18 school year.</p> <p>In reflecting on our 2016-2017 campus goals, it was decided that many of the goals will remain in place with a more specific focus for this next year.</p> <p>Administration maintained a consistent presence in classrooms throughout the building. T-TESS was implemented with fidelity including walk-throughs and observations.</p> <p>Administration has consistently communicated with parents through weekly School Messenger calls. Family Nights were well attended throughout the year at which times parents were able to connect with campus administrators and staff.</p> <p>The master schedule did not support quality instruction in all academic areas. Split blocks of instructional time were a noted concern. Revisions have been made to address those concerns for the 2017-2018 school year.</p>
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CSF 4: Increased Learning Time	
<p>Increased Learning Time necessitates flexible scheduling that allows time for additional instructional minutes, enrichment activities and staff collaborative planning time. Increased Learning Time necessitates strategies that maximize the number of sustained, engaging instructional minutes that must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, using time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers that continuously strengthen instructional practices. This CSF confirms, as a requisite, an instructionally focused calendar.</p>	
<input checked="" type="checkbox"/> Response to Intervention	
<input checked="" type="checkbox"/> Interventions implementation and effectiveness	
<input checked="" type="checkbox"/> Student identification for increased learning time	
<input checked="" type="checkbox"/> Tutorials	
<input checked="" type="checkbox"/> Other	Master Schedule
Findings	<p>Campus Reading and Math Specialists continue to provide quality intervention for students being served in the Response to Intervention process. Students in need of intervention (as identified through data disaggregation) are placed into services in an efficient manner. Various tutors provide additional intervention in both reading and math. Effectiveness of this support is being monitored.</p> <p>After school tutorials are provided for 2nd - 5th grade students. Teachers work collaboratively to serve students in need of this additional support. Teachers from other grade levels also provide support for these upper grade levels.</p> <p>The eRtl system is utilized to document and monitor student concerns. The campus utilizes the CHILD III process to review the interventions and record additional needs of struggling students. Our staff continues to learn how best to use the process to support students with learning challenges.</p> <p>The 2016-2017 master schedule did not support quality instruction in all academic areas. Split blocks of instructional time were a noted concern. Revisions have been made to address those concerns for the 2017-2018 school year.</p>

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>Administration has consistently communicated with parents through weekly School Messenger calls. Parent surveys indicate that our families appreciate this mode of communication. Parent communication continues to be an area of need as teachers strive to find the best way to maintain contact with parents who often change phone numbers, email addresses or may not consistently check the student's folder.</p> <p>Family Nights are well attended throughout the year at which times parents are able to connect with campus administrators and staff. We continue to have a goal of increasing the academic focus for our evening events. Events are especially well attended when joined with student performance and our campus is open to several community organizations throughout the year.</p> <p>Timberwilde has a very small number of PTA members who actively participate in the work of the school. It was a focus to elect a full board of parents for the 2017-2018 school year and we were successful in doing so. Teachers will provide support but will not serve in board positions.</p> <p>Critical information is provided in both English and Spanish however most information being sent home from the campus is only provided in English.</p>
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CSF 6: School Climate

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

Teacher surveys

Parent surveys

Student surveys or panels

Discipline

Student attendance

Extra-curricular activities and clubs

Other

Findings	<p>Attendance and tardiness have been identified as areas of need for the campus although the campus has maintained an overall attendance rate of approximately 96%. This year, tardy slips were issued to students arriving after the bell. Initially, this appeared to be a deterrent however over time, this strategy has not proven to curb the tardiness of those frequently late.</p> <p>Parent, teacher and student surveys are completed each year to provide insight into the needs of the campus. The information gathered through surveys is used in the campus plan.</p> <p>Goal Focus was a noted concern in the past. This year, the goals of the campus have been consistently reviewed with a process in place for all staff to be part of School Improvement Planning.</p> <p>Campus discipline is consistently carried out. Referrals are reviewed in a timely manner and appropriate action is taken. PBIS plans and CHAMPS expectations were reviewed with the staff at intervals throughout the year. A focus will continue for next year.</p> <p>After school clubs and activities are well supported and large numbers of students participate (ACT, Solar Cars, Strings, Young Astronauts, Coding Club, STEAM, Twirling).</p>
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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 checked="" type="checkbox"/>	Other Walkthrough & Observation data

Findings	<p>The Timberwilde staff is experienced but also has new teachers spread across all grade levels. Few staff members have left this campus over the past years. Last year, a group of teachers left to start a new campus with the previous principal. This year, three staff members have retired with a few other transfers. The staff is changing with new faces on the teams and new experiences to share.</p> <p>Class sizes remain within state standards of 22:1 for grades K-4 and 24:1 in grade 5. This year, classes in several grade levels were under 20 students.</p> <p>Alignment of curriculum and instruction continues to be a concern. The staff members participated in vertical alignment for Math, Writing and Science. This work proved to be beneficial for all. Grade level instructional planning is a concern and a noted area of weakness therefore a goal for this next year. CDB data is not always an indicator of STAAR results therefore instructional alignment with assessment is also a focus.</p> <p>Grade level meetings are held to discuss the data, consider the need for resources and plan for intervention. Data is being used more frequently to make instructional decisions. Instructional planning is not a collaborative model in all grade levels and is a focus for this next year.</p> <p>Professional development for this year focused on Writing and Science as these were areas of weakness noted in our STAAR data. Needs continue in these areas as well as a need to remain focused on Reading and Math workshop model for small group instruction and intervention.</p> <p>Administration maintained a consistent presence in classrooms throughout the building. T-TESS was implemented with fidelity including walk-throughs and observations.</p>
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Priority Needs

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

Priority Need 1

Data is not consistently utilized to proactively address instruction, enrichment, intervention and resource/materials needs.
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction

Priority Need 2

Collaborative planning is not used as a tool to promote academic growth.
CSF 1 Academic Performance CSF 3 Leadership Effectiveness CSF 7 Teacher Quality

Priority Need 3

Parent involvement throughout the school day and parent support of academics in the home is minimal.
CSF 1 Academic Performance CSF 4 Increased Learning Time CSF 5 Family and Community Engagement

Priority Need 4

School-wide implementation of PBIS/CHAMPS has been inconsistent across the campus.
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CSF 1 Academic Performance
CSF 3 Leadership Effectiveness
CSF 4 Increased Learning Time
CSF 6 School Climate

CAMPUS: TIMBERWILDE 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	08/22/2017	Timberwilde Academy: Digging into the Data, RtI, PLCs and Instructional Planning, Content Connections	Curriculum	All Staff	All students, Eco Dis, SpEd, Migrant, McKinney-Vento	Title I,Local	6
08/22/2017	08/23/2017	Timberwilde Academy: Counselor Corner, GT, Special Ed, TTESS review, Campus Policies & Procedures, Crisis Plan	Collaboration	All Staff	All students, Eco Dis, SpEd, Migrant, McKinney-Vento	Title I,Local	6
08/23/2017	08/24/2017	Timberwilde Academy: PBIS & CHAMPS, Guided Reading, Required Trainings	Instruction	All Staff	All students, Eco Dis, SpEd, Migrant, McKinney-Vento	Title I,Local	6
10/09/2017	02/19/2018	1/2 day district training; eRtI process review and data updates	Instruction	Professional Staff	All students, Eco Dis, SpEd, Migrant, McKinney-Vento	Title I,Local	6
11/20/2017	11/21/2017	Teacher Choice Day	Curriculum	Professional Staff	All students	Local	6
11/21/2017	11/20/2017	Teacher Choice Day	Curriculum	Professional Staff	All students	Local	6
02/19/2018	06/07/2018	PLCs and School Improvement Planning	Assessment	All staff	All students, Eco Dis, SpEd, Migrant, McKinney-Vento	Title I,Local	6

CAMPUS: TIMBERWILDE ES

ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES

READING (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	79%	40%	85%	74%	76%	77%	46%	23%	80%
African-American	64%	14%	75%	62%	72%	70%	26%	13%	75%
Hispanic	79%	40%	85%	70%	74%	76%	42%	20%	80%
White	82%	49%	87%	84%	86%	84%	67%	38%	85%
Economically Disadvantaged	73%	35%	78%	66%	68%	74%	43%	21%	80%
Special Education	61%	24%	70%	44%	48%	54%	29%	0%	60%
At-Risk	61%	17%	70%	58%	58%	56%	16%	4%	60%
Limited English Proficient	64%	18%	70%	62%	63%	60%	30%	10%	65%
Asian	100%	0%	50%	89%	78%	100%	100%	100%	100%
American Indian	N/A	N/A	N/A	73%	58%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	50%	50%	100%	75%	71%	0%	0%	0%	75%
Two or More	100%	60%	100%	80%	87%	82%	64%	27%	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	74%	38%	80%	64%	62%	65%	33%	9%	70%
African-American	100%	38%	90%	53%	56%	50%	13%	0%	55%
Hispanic	70%	35%	75%	60%	59%	63%	29%	8%	65%

White	80%	53%	85%	72%	73%	70%	41%	15%	75%
Economically Disadvantaged	73%	41%	77%	56%	52%	61%	28%	5%	65%
Special Education	40%	20%	50%	33%	32%	25%	13%	0%	50%
At-Risk	39%	3%	50%	44%	37%	36%	8%	0%	50%
Limited English Proficient	0%	0%	50%	54%	49%	40%	40%	0%	50%
Asian	N/A	N/A	50%	85%	72%	100%	50%	0%	100%
American Indian	N/A	N/A	N/A	61%	71%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	100%	67%	50%	100%	0%	0%	100%
Two or More	100%	100%	100%	70%	76%	67%	67%	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	Meets Standard	Masters Standard	
All Students	78%	37%	85%	79%	80%	79%	40%	23%	80%
African-American	50%	14%	75%	66%	72%	74%	9%	4%	75%
Hispanic	81%	36%	85%	77%	78%	77%	37%	17%	80%
White	78%	51%	85%	87%	88%	86%	60%	45%	90%
Economically Disadvantaged	75%	32%	80%	73%	73%	75%	36%	19%	80%
Special Education	55%	24%	60%	53%	56%	54%	25%	7%	60%
At-Risk	65%	14%	70%	67%	65%	61%	12%	6%	65%
Limited English Proficient	73%	18%	77%	73%	72%	60%	20%	10%	65%
Asian	75%	0%	50%	94%	86%	100%	100%	100%	100%
American Indian	N/A	N/A	N/A	78%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	50%	50%	100%	80%	78%	0%	0%	0%	75%
Two or More	100%	50%	100%	82%	89%	100%	64%	45%	100%

SCIENCE (Grade 5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec		Approaches Standard	Approaches Standard	Approaches Standard	Meets Standard	Masters Standard	
All Students	55%	17%	75%	73%	76%	76%	41%	17%	80%
African-American	80%	0%	80%	59%	68%	33%	22%	0%	50%
Hispanic	48%	13%	70%	68%	73%	76%	37%	15%	80%
White	85%	54%	85%	84%	87%	94%	69%	31%	90%
Economically Disadvantaged	52%	15%	70%	65%	67%	74%	40%	16%	75%
Special Education	29%	24%	60%	44%	46%	60%	50%	10%	60%
At-Risk	34%	9%	65%	56%	59%	57%	14%	4%	60%
Limited English Proficient	17%	0%	65%	57%	58%	100%	0%	0%	100%
Asian	100%	0%	50%	89%	75%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	N/A	73%	60%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	100%	100%	75%	93%	N/A	N/A	N/A	N/A
Two or More	67%	0%	100%	81%	86%	100%	67%	33%	100%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	95.5%	96%
African-American	95.4%	95.8%	95.8%	96%
Hispanic	95.6%	95%	95.4%	95%
White	96%	95.8%	95.9%	96%
Economically Disadvantaged	95.4%	94.4%	95%	95%
Special Education	94.5%	93.9%	94.8%	95%
Limited English Proficient	96.4%	95.8%	95%	95%
Asian	97.8%	96.8%	96.1%	96%
American Indian	95.3%	95.2%	96.9%	96%
Hawaiian Pacific Islander	95.5%	96.1%	97.7%	96%
Two or More	95.9%	96%	96.5%	96%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% of Students Retained	0.98%	2.49%	2%

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : Data is not consistently utilized to proactively address instruction, enrichment, intervention and resource/materials needs.

Goal : System Safeguard: Monitor and use data to inform decisions regarding instruction, enrichment, intervention and resources to close the achievement gap in core content areas with emphasis on Special Education and At-Risk Students.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, Hawaiian Pacific Islander, ELL, Migrant, Homeless
Funding Needed	Local
Timeline for Implementation	On-going for the 2017-2018 school year
November Progress Check	Use of funds for personnel - Reading and Math Specialist Use of funds for STEMScopes Use of funds for Ready Rosie Purchased reading materials for intervention. Provided substitutes for staff to attend district staff development sessions in both Reading and Math during the months of September and October. Purchased writing instructional materials for 3rd - 5th grade teachers. Provided professional development through the San Antonio Writing Project.

March Progress Check	<p>GeekBus on site field experience for 5th grade</p> <p>First in Math subscription</p> <p>Resources for Reading Room - leveled readers, writing kits, mentor texts</p> <p>Ticket to Read - pilot for two 2nd grade classrooms</p> <p>Purchased math manipulatives</p> <p>Tutoring for intervention during the day and after school</p> <p>Purchased Mystery Science</p> <p>HOT enrichment club in 3rd grade</p> <p>Stipends for sponsors of after school clubs</p> <p>Purchased dictionaries for use in all instructional areas.</p>
June Progress Check	<p>April - 5 staff members attended the Guided Math Conference (subs were provided)</p> <p>Region 20 Science Workshop</p> <p>Purchased additional dictionaries as resources in the classroom and use on STAAR</p> <p>Purchased primary writing journals</p> <p>Tutoring for intervention continued during the day and after school</p> <p>Stipends for After School Club sponsors</p> <p>STAAR Data indicates a concern in the areas of Reading for both Special Education and At-Risk students:</p> <p>*3rd Rdg - Approaches: All students 80%, EcoDis 77%, SpecEd 60%, At-Risk 56%</p> <p>*3rd Mth - Approaches: All students 83%, EcoDis 79%, SpecEd 60%, At-Risk 68%</p> <p>*4th Rdg - Approaches: All students 72%, EcoDis 65%, SpecEd 30%, At-Risk 50%</p> <p>*4th Mth - Approaches: All students 76%, EcoDis 63%, SpecEd 40%, At-Risk 41%</p> <p>*5th Rdg - Approaches: All students 83%, EcoDis 81%, SpecEd 50%, At-Risk 69%</p> <p>*5th Mth - Approaches: All students 91%, EcoDis 90%, SpecEd 83%, At-Risk 84%</p>

Activity 1

Activity	Schedule data review meetings to analyze data and develop strategies for meeting the needs of student groups.
Person Responsible	<p>Reading Specialists</p> <p>Math Specialist</p> <p>Science Facilitator</p> <p>Campus Administrators</p>
Monitoring Measures	<p>Data meeting schedule</p> <p>Benchmark reports</p> <p>Identification of targeted TEKS with students needing additional support</p>
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 2

Activity	Create and implement enrichment and intervention plans to enhance student strengths and support student academic weaknesses identified within the data (including planning time and personnel/tutoring).
Person Responsible	Reading Specialists Math Specialist Campus Administrators GT Specialist
Monitoring Measures	Enrichment plans and intervention plans to include start/end date Baseline data for students Formative assessment/Benchmark data
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 8, SWC 9
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	Identify and purchase resources (materials, staff development, district support) needed to address deficits noted within the data.
Person Responsible	Reading Specialists Math Specialists Teachers Campus Administrators

Monitoring Measures	Current resources reviewed and training provided for new staff New resources purchased to address deficits Baseline data/formative assessment data
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4
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	Enhance implementation of Writer's Workshop across all grade levels to include a focus on individualized conferencing and campus scoring calibration (staff development, resources and materials).
Person Responsible	Reading Specialists Teachers Campus Administrators
Monitoring Measures	Reading Specialists model conferencing with students. Reading Specialists support teachers in scoring benchmarks. Benchmark results reviewed with grade level teachers and instructional plans made to address deficits. Reading Specialists meet with Administrators to review status and adjust by nine weeks.
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 4
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	Build student academic vocabulary through the use of a "Word of the Day" strategy. Content specific words are identified through data review. Teachers further utilize the identified words in classroom instruction.
Person Responsible	Reading Specialists Math Specialist Teachers Campus Administrators
Monitoring Measures	Vocabulary announcements being played Teachers insure students are attentive to the "Word of the Day" Vocabulary instruction included in lesson plans and evident during walkthroughs
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	

Goal 2

Need : Collaborative planning is not used as a tool to promote academic growth.

Goal : Create and utilize instructional planning processes to support teachers in effectively developing and delivering lessons that promote student academic growth.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, ELL, Migrant, Homeless
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Funding Needed	Local
Timeline for Implementation	On-going for the 2017-2018 school year with a focus during the first semester to create and implement planning structures to achieve the goal
November Progress Check	Teachers participate in PLCs every Monday from 3:15 - 4:30 p.m. During this time, planning for instruction is the focus. Administrators join teachers during instructional planning on a weekly basis. Instructional specialists work with teams on a weekly basis to support instructional planning.
March Progress Check	Leadership Team extended planning day - substitutes Grade level teams intervention planning day - substitutes Purchased Math Click on TEKS as a tool for PLCs
June Progress Check	April Leadership Team extended planning day - substitutes Registration for PLC Summer Institute - 22 staff members will attend Admin attended Learning Forward Conference session with Peter Dewitt - Collaborative Leadership: Six Influences that Matter Most for All Educators

Activity 1

Activity	Provide PLC training to equip a core team with the knowledge and skills required to utilize PLC structures to lead campus instructional planning.
Person Responsible	Campus Administrators Team Leaders
Monitoring Measures	Protocol developed and utilized in team planning Lesson plan review
Title 1 Fund	Yes
Title 1 Campuses	SWC 4
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	Implement staff instructional learning opportunities such as ghost walks/learning walks/instructional rounds.
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Person Responsible	Team Leaders Campus Administrators
Monitoring Measures	Schedule for instructional learning opportunities Checklist of look-fors to be used during ghost walks/learning walks/instructional rounds
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4
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	Embed team building activities at all levels of the organization (grade levels, vertical teams, leadership team, whole staff) with a focus on reaching the campus goals for achievement, planning, parent engagement and student management.
Person Responsible	Campus Administrators Campus Culture/Climate Team Team Leaders
Monitoring Measures	Activity plans Questionnaires
Title 1 Fund	Yes
Title 1 Campuses	SWC 2
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	Utilize grade level/vertical/cross-curricular planning to enhance instruction at every level (including the purchase of planning tools and use of substitutes for planning sessions).
Person Responsible	Grade Level Teams Campus Administrators Reading Specialists Math Specialist Science Facilitator
Monitoring Measures	Planning schedule Plan of action
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4
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	
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 : Parent involvement throughout the school day and parent support of academics in the home is minimal.

Goal : Increase parent and family engagement opportunities to support academic and social/emotional growth of all students.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, ELL, Migrant, Homeless
Funding Needed	Local
Timeline for Implementation	On-going for the 2017-2018 school year
November Progress Check	Use of funds for personnel - Counselor Host campus for district ELL parent class September - grade level parent orientation meetings. Patriot Day flag raising Campus WatchDOGS program Walk to School Day First Responder Breakfast October - parent conferences to discuss progress for first nine weeks Trunk or Treat Veteran's Day Program Timberfest and Walk-a-Thon Nine Weeks Awards Assemblies

March Progress Check	December Family Night refreshments December 2nd grade National Parks Night Science Exploration Night supplies Science Fair supplies 5th grade Parent Breakfast - transition to middle school February 1st grade Math Game Night February 3rd grade Drama Showcase February Literacy Night - Read to Lead Week January & March 3rd grade Writer's Showcase Nine Weeks Awards Assemblies
June Progress Check	April - 2nd grade Genius Hour Night Purchased parent engagement communication supplies Purchased student agendas/parent communication tool Nine Weeks Awards Assemblies PFE Coordinator Stipend Summer Slide end of year family event with summer academic plan

Activity 1

Activity	Schedule/host parent and family engagement nights by grade level and school-wide which may include Reading, Math, Writing and Science (including resources, materials, supplies and snacks).
Person Responsible	Team Leaders Parent and Family Engagement Team Campus Administrators
Monitoring Measures	Event plans Sign-in sheets Parent surveys
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 6, SWC 9
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 2

Activity	Schedule/host monthly parent cafecitos (including resources, materials, supplies and snacks).
Person Responsible	Campus Administrators Counselors Parent and Family Engagement Team
Monitoring Measures	Event plans Invitation/agenda Sign-in sheets Parent surveys
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 6
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	Provide tools and resources that allow parents to maintain communication and stay connected with academic assignments, learning opportunities and campus activities.
Person Responsible	Classroom Teachers Parent and Family Engagement Team Campus Administration
Monitoring Measures	List of resources provided Surveys
Title 1 Fund	Yes
Title 1 Campuses	SWC 6
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 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 : School-wide implementation of PBIS/CHAMPS has been inconsistent across the campus.

Goal : Effectively implement PBIS/CHAMPS routines and strategies in 100% of the common areas and classrooms to benefit every aspect of the campus and positively impact academic achievement and attendance.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, ELL, Migrant, Homeless
Funding Needed	Local
Timeline for Implementation	On-going for the 2017-2018 school year
November Progress Check	Purchased Intervention Manuals as a resource for RtI related to behavior management. Counselor to Lost Boys Seminar to gain ideas for working with behavior challenges. Purchased books for a social skills/peer relations group.
March Progress Check	Reducing Recurring Behavior Workshop (staff registration and substitutes) Behavior Appreciation for the 2nd Nine Weeks PBIS incentives and supplies
June Progress Check	Pillar of Caring cards Implementation of PBIS Tier 2 mentoring Behavior Appreciation for the 3rd Nine Weeks and 4th Nine Weeks Admin to Learning Forward Conference session with Dan St.Romain - Mixed Messages: The Changing Face of Discipline

Activity 1

Activity	Reinforce implementation of PBIS/CHAMPS routines and strategies through incentives and recognition.
Person Responsible	PBIS Team Campus Administrators
Monitoring Measures	Pawsitive Perks Teacher incentives earned
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 6, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 3. Implement, provide, and maintain instructional facilities that support a safe, healthy, and comfortable learning environment in a growing community.

Activity 2

Activity	Enhance PBIS common area plans by clearly identifying playground zones, creating cafeteria PBIS procedures and implementing these plans across all grade levels.
Person Responsible	PBIS Team Grade Level Teams Cafeteria monitors Campus Administrators
Monitoring Measures	PBIS Playground plan (including monitoring zones) Playground discipline referral data PBIS Cafeteria plan Cafeteria discipline referral data
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 10
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	Enhance classroom CHAMPS implementation through the use of student leaders and specific substitute plans.
Person Responsible	Classroom teachers PBIS Team
Monitoring Measures	Classroom plans for CHAMPS use on a daily basis Substitute plans to include CHAMPS implementation CHAMPS posted in all classrooms Walk-through data to observe CHAMPS implementation
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 4

Activity	Train Learning Tree staff for the implementation of PBIS/CHAMPS routines and strategies during the after school program.
Person Responsible	PBIS Team
Monitoring Measures	Training plan to include date, sign-in and agenda
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.

Activity 5

Activity	Address student behavior and peer interactions through specific instruction and intervention (i.e. bullying prevention, staff development).
Person Responsible	Counselors All Staff Campus Administrators
Monitoring Measures	Guidance lesson plans Data on reported incidents of bullying Counselor conflict resolution log
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 10
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.

Goal : Maintain a focus on Coordinated School Health and Physical Activity.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, ELL, Migrant, Homeless
Funding Needed	Local
Timeline for Implementation	On-going for the 2017-2018 school year
November Progress Check	Walk to School Day Walk-a-Thon Fall Fitnessgram Pedometer program in PE to monitor level of activity All students receive 20 minutes of recess per day.
March Progress Check	Kite Day/Field Day Pedometer program in PE to monitor level of activity All students receive 20 minutes of recess per day. Kitchen/Cafeteria renovations complete - increased lunch choices
June Progress Check	Spring Fitnessgram Pedometer program in PE to monitor level of activity All students receive 20 minutes of recess per day Family Fun Day / Summer Slide - physical activities with parents and summer academic plans

Activity 1

Activity	Utilize the School Health Index for assessment and improvement of health and safety policies and programs at the campus level.
Person Responsible	Campus physical education staff Campus nurse
Monitoring Measures	Physical education lesson plans
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.
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Activity 2

Activity	Provide moderate to vigorous physical activity in physical education.
Person Responsible	Campus physical education staff
Monitoring Measures	Physical education lesson plans
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	Promote healthy food choices in the cafeteria including a highlight of National Public Health Week.
Person Responsible	Cafeteria staff Campus nurse
Monitoring Measures	Monthly breakfast and lunch menus
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 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	