



NORTHSIDE  
SCHOOL



INDEPENDENT  
DISTRICT



## SCHOOL IMPROVEMENT PLAN

### WANKE ELEMENTARY SCHOOL

2017-2018

#### OUR MISSION

Our Mission

At Wanke Elementary we create opportunities for every student to be a global leader.

Wanke Wolves...

Love Learning

Excel in all we do

Achieve our goals

Do what's right

# WANKE ES

## Needs Assessment 2017-2018

### Process

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

On January 17th, I met with Leadership Team and reviewed SIP. We reviewed the Goals and Major Activities under Priority II. We conducted a Plus/Delta activity for goals/major activities. PLC Vertical Team Chairs were asked to do the same with their team.

On April 3rd PLC Vertical Teams met and Team Leaders followed the same process of conducting a Plus/Delta Activity for their Goal/Objective. They began conversation on how they would move forward with current Major Activity and determine a new activity for next year, based on the info from Plus/Delta.

On April 17th Lighthouse Team met to review goals. We determined 3 WIG's to be implemented and tracked school wide. These goals are aligned with goals in SIP and are written so that staff and students can easily track as a grade level and individually. The idea is that every staff member and student knows exactly how they contribute to the goal and school as a whole.

On May 16th Leadership Team met and continued our work on determining Major Activities. Vertical Team Leaders shared their findings from activity done at Vertical Team meetings on April 6th.

On May 23rd SAT Committee met and finalized two Major Activities for Community Involvement. We also reviewed and approved Campus Staff Development Plan for 2017-2018 school year.

On August 19th SIP will be presented to staff.

## Data and Campus Practices Review

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

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

<b>CSF 1: Academic Performance</b>
Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.
<input checked="" type="checkbox"/> STAAR/EOC/TAKS
<input type="checkbox"/> Regression graphs
<input type="checkbox"/> Student demographics
<input 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 checked="" type="checkbox"/> Other      PLC Vertical Team Meetings

Findings	<p>*We are still seeing a high percentage of students in K, 1 and 2 that are not meeting basic Reading, Math and Writing standards and are therefore being placed into the next grade level.</p> <p>*Other Data:          *There was a significant drop in 4th Grade Writing          *At Risk and LEP students are performing below general ed students          *There is a need for more training for Bilingual Teachers in Bridging the Languages</p> <p>Review of 2015-16 SIP          Each grade level discussed their team's level of success for the Writing Goal. Overall, the vertical team felt like progress had been made. Staff development was presented on May 6th to prepare for the work to be done in 2016-17. Staff dev consisted of: overview of the components of a mini-lesson and gives participants the opportunity for an in-depth look at the purpose, format, and types of mini-lessons. Based on the work of Lucy Calkins, participants will see a demonstration of a reading mini-lesson and create their own mini-lesson to take back to their classroom. Participants will need to bring a children's book to plan a lesson. The mini-lesson is our forum for making a suggestion to the whole class... The Art of Reaching Reading, Lucy Calkins.</p> <p>Concerns: bring new staff members up to speed, consistently teaching the writing process, aligning Reading and Writing and implementation of Genre studies.</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.

- Student attendance
- Discipline
- Grades
- CDBs
- Common Assessments
- Other

Findings	<p>*Continue the development of common assessments and extend to Science, SS and Writing, to match targeted instruction.</p> <p>*Implementation of "Reflective Conversations" on data and assessment.</p> <p>*Three WIGs on student attendance, behavior and Reading will be implemented this year and tracked on score boards and in Leadership Notebooks.</p> <p>*Conduct Data meetings after every CDB and plan for intervention and enrichment</p> <p>*Allow for more vertical alignment and allocate 1/2 day planning times for teams to review data and plan for instruction</p> <p>*Continue with Formative Assessment leading up to end of unit test, CDB's, etc.</p> <p>*Celebrate Growth! School theme this year will be "Celebrating the Leader in You"</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 type="checkbox"/> Campus goals		
<input type="checkbox"/> Monitoring of teacher performance; feedback to staff		
<input checked="" type="checkbox"/> Communication		
<input type="checkbox"/> Master schedule		
<input type="checkbox"/> Teacher and parent surveys		
<input type="checkbox"/> Other		
<table border="1"> <tr> <td style="width: 10%;">Findings</td> <td> <p>*Staff is encouraged and recruited to provide staff development to other staff. They are given many opportunities for them to use their skills and promote positive change.</p> <p>*Leadership Team met in May to discuss the effectiveness of school wide processes, events and initiatives for the past year and determine what will be done next year.</p> <p>*As a Professional Learning Committee we empower our teachers to provide input for school improvement and current best teaching practices. They will continue to do this during Vertical Team Meetings, Lighthouse Team Meetings, Leadership Team meetings, Grade Level meetings, etc.</p> <p>*There is open communication between Administration and staff</p> <p>*Information is distributed through newsletter, Leadership meetings, staff meetings</p> <p>*Administration will spend more time in classrooms and grade level planning this year.</p> </td> </tr> </table>	Findings	<p>*Staff is encouraged and recruited to provide staff development to other staff. They are given many opportunities for them to use their skills and promote positive change.</p> <p>*Leadership Team met in May to discuss the effectiveness of school wide processes, events and initiatives for the past year and determine what will be done next year.</p> <p>*As a Professional Learning Committee we empower our teachers to provide input for school improvement and current best teaching practices. They will continue to do this during Vertical Team Meetings, Lighthouse Team Meetings, Leadership Team meetings, Grade Level meetings, etc.</p> <p>*There is open communication between Administration and staff</p> <p>*Information is distributed through newsletter, Leadership meetings, staff meetings</p> <p>*Administration will spend more time in classrooms and grade level planning this year.</p>
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<b>CSF 4: Increased Learning Time</b>
<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 type="checkbox"/> Student identification for increased learning time
<input type="checkbox"/> Tutorials
<input type="checkbox"/> Other

Findings	<p>*30 minutes is allotted for HOWL (Helping Our Wolves Learn)time from 8-8:30 Mon- Thur. This time is used for intervention or enrichment activities. Spec Ed teachers pull LLI groups during this time. All K-2 students receive a read aloud and 3-5 students engage in Sustained Silent Reading.</p> <p>*The eRtl process and documentation is being done during intervention time and Guided Reading and Math groups.</p> <p>*Progress checks are conducted 2-3 times a year to discuss student progress (admin, teacher and specialists are included).</p> <p>*Counselors conduct Tier checks periodically to ensure proper documentation in eRtl.</p> <p>*Data sheets are completed and updated by teachers on the Google Drive and reviewed during Progress Checks to ensure students are receiving proper interventions</p> <p>*Teachers will maintain Data/Leadership Binders that include progress monitoring info, common assessment samples, CDB data/quintiles/item analysis, etc.</p>
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<b>CSF 5: Family/Community Engagement</b>
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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.
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<input checked="" type="checkbox"/> Communication
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<input checked="" type="checkbox"/> Family and community activities
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<input type="checkbox"/> Family and community input
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<input type="checkbox"/> Family and community services
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<input checked="" type="checkbox"/> Second language communication
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<input type="checkbox"/> Other
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Findings	<p>*There is a need to lessen the burden on parents with fundraising events. PTA will implement a Run/Walk event this year.</p> <p>*PTA will continue to work on promoting meetings and providing incentives/programs that will increase participation.</p> <p>*Their is a misconception that joining PTA commits you to attend every meeting and help at all events. PTA will increase communication to community and parents to make sure they are well informed on what membership entails.</p> <p>*PTA will continue to send mass emails on upcoming events with volunteer opportunities (sign up monkey), and PTA portal link will be available on campus webpage for easy access.</p> <p>*All volunteers will be recognized on our "Volunteer Wall of Fame".</p> <p>*Parents will be asked to sign up for "Remind" to receive quick reminders of important events at Meet the Teacher Night.</p>
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<b>CSF 6: School Climate</b>
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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.
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<input checked="" type="checkbox"/> Teacher surveys
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<input checked="" type="checkbox"/> Parent surveys
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<input checked="" type="checkbox"/> Student surveys or panels
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<input checked="" type="checkbox"/> Discipline
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<input checked="" type="checkbox"/> Student attendance		
<input type="checkbox"/> Extra-curricular activities and clubs		
<input type="checkbox"/> Other		
<table border="1"> <tr> <td style="width: 10%;">Findings</td> <td> <p>*We are in our 4th year of implementation of Leader In Me initiative.</p> <p>*The 7 Habits of Happy Kids have been infused into all processes throughout the school.</p> <p>*Coaching Days with LIM Consultant will be scheduled for September</p> <p>*LIM parent, teacher and student surveys were conducted</p> <p>*LIM parent training will be provided in October</p> <p>*Need to increase the amount of positive referrals going out. Administration implemented a Wolf Leader Positive Referral to be given to students that are exemplifying leadership qualities. They are celebrated in front office, awarded Principals award spirit stick, and positive phonecall is made to parents.</p> <p>*Implementing a WIG (widely important goal) to increase positive behavior this year</p> <p>*Also implementing a WIG to improve on attendance...a score board showing daily attendance will be posted in foyer. Classrooms will continue with class attendance incentives</p> <p>*We have monthly staff meetings to celebrate and build morale</p> <p>*Staff is consistently recognized for being leaders in Principals weekly newsletter, at staff meetings, at PACK meetings, morning announcements, etc.</p> <p>*We will work on school beautification by adding: Leadership Bulletin Boards for every grade level to showcase their score boards for our Math WIG.</p> <p>*We will continue with "Student Lighthouse Team" this year</p> </td> </tr> </table>	Findings	<p>*We are in our 4th year of implementation of Leader In Me initiative.</p> <p>*The 7 Habits of Happy Kids have been infused into all processes throughout the school.</p> <p>*Coaching Days with LIM Consultant will be scheduled for September</p> <p>*LIM parent, teacher and student surveys were conducted</p> <p>*LIM parent training will be provided in October</p> <p>*Need to increase the amount of positive referrals going out. Administration implemented a Wolf Leader Positive Referral to be given to students that are exemplifying leadership qualities. They are celebrated in front office, awarded Principals award spirit stick, and positive phonecall is made to parents.</p> <p>*Implementing a WIG (widely important goal) to increase positive behavior this year</p> <p>*Also implementing a WIG to improve on attendance...a score board showing daily attendance will be posted in foyer. Classrooms will continue with class attendance incentives</p> <p>*We have monthly staff meetings to celebrate and build morale</p> <p>*Staff is consistently recognized for being leaders in Principals weekly newsletter, at staff meetings, at PACK meetings, morning announcements, etc.</p> <p>*We will work on school beautification by adding: Leadership Bulletin Boards for every grade level to showcase their score boards for our Math WIG.</p> <p>*We will continue with "Student Lighthouse Team" this year</p>
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<b>CSF 7: Teacher Quality</b>
Teacher Quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development. Evidence shows that low income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers.
<input type="checkbox"/> Teacher attendance
<input type="checkbox"/> Teacher experience and years on campus
<input type="checkbox"/> Class size
<input type="checkbox"/> Staff retention rates
<input checked="" type="checkbox"/> Alignment of curriculum, instruction, assessment
<input type="checkbox"/> Alignment of CDB scores and STAAR results
<input checked="" type="checkbox"/> Effectiveness of planning and collaboration
<input checked="" type="checkbox"/> Professional development experiences and requests
<input type="checkbox"/> Other

Findings	<p>*If there is a school goal that will be presented as part of the SIP (i.e staff development) all campus personnel should be included in the presentation in order to better understand and promote the school goals. If only 10% are being trained and 100% is expected to meet the goal, all involved should be trained.</p> <p>*The amount of time between the Vertical Team Meeting and the Vertical Team sharing is too long which can cause misinterpretations of goals. For example, we only met twice with teams to share this year and had several missing due to concurrent meetings. (i.e Bilingual)</p> <p>*Monitoring of progress in the major activities was difficult as teams were not really held accountable to meet the objectives but rather just suggested to add to their lessons. It would be helpful to have more opportunities for follow through and actual implementation.</p> <p>*School wide goals will be presented at beginning of year staff development.</p> <p>*More time will be allotted to Vertical Team planning and feedback.</p>
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**Priority Needs**

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

Priority Need 1

<p>Planning and collaboration does not always focus on student learning and results. In some instances, planning and collaboration begins with activities that have already been developed or done in the past.</p> <p>Students lack phonological processing skills in K-2 that are leading to larger gaps in 3-5th.</p>
<p>CSF 1 Academic Performance          CSF 2 Use of Quality Data to Drive Instruction          CSF 4 Increased Learning Time          CSF 7 Teacher Quality</p>

Priority Need 2

<p>On-level and above-level students are not making adequate growth in one years time.</p>
<p>CSF 1 Academic Performance          CSF 2 Use of Quality Data to Drive Instruction          CSF 4 Increased Learning Time          CSF 7 Teacher Quality</p>

Priority Need 3

<p>There are still students that are being reactive, rather than proactive to situations.</p> <p>The need to apply the 7 habits into content at deeper levels.</p> <p>The need for more student centered activities and students empowerment within the classroom.</p>
<p>CSF 1 Academic Performance          CSF 3 Leadership Effectiveness          CSF 4 Increased Learning Time          CSF 6 School Climate</p>



**Campus: WANKE ES**

**School Improvement Plan Signatures**

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

**Date of SAT Meeting: 05/23/2017**

<b>SAT Member</b>	<b>Name</b>	<b>Signature</b>
Principal	Claudia Lizcano	
Parent Community Representative	Nicki Alexander	
Staff Representative	Gina Reina	

**LIST SAT MEMBERS IN THE BLANKS BELOW**

<b>FULL NAME</b>	<b>POSITION</b>
Dorimina Ramos	Staff Member
Jeanne Gaitan	Staff Member
Cristie Grieb	Staff Member
Amy Halstead	Staff Member
Michelle Dalton	Staff Member
Jason Stephens	Parent
Becca Sievenauler	Parent
Cesar Amezcua	Community Member
Claudia Lizcano	Principal
Scott Sheldon	Administrator

**CAMPUS: WANKE 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**

<b>Date</b>	<b>Alternate Date(s)</b>	<b>Title and Description or Teacher Choice</b>	<b>Staff Development Area</b>	<b>Audience</b>	<b>Targeted Student Group</b>	<b>Funding Source / Costs</b>	<b># of CPE Hours</b>
08/21/2017	08/24/2017	Behavior PD/ Develop team norms/ Wanke Data Day	Curriculum	All staff	All students	Local	6
08/22/2017		Convocation/ Class Dojo/ Read Aloud with accountable talk	Instruction	Professional staff	All students	Local	6
08/23/2017		Gradespeed, Teacher Webpages, Meet the Teacher Google Form/ Reading and Writing PD/ Technology (Swivel,	Technology Integration	Professional staff	All students	Local	6
10/09/2017		District Staff Development and PLC Planning	Instruction	Professional staff	All students	Local	6
11/20/2017	08/14/2017	Retreat Day: PLC Review/ Academic Expectations/ SIP/ Leadership project/ Team building	Collaboration	All staff	All students	Local	6
11/21/2017	08/15/2017	Retreat Day: LIM working session/ Filming school wide procedures and expectations/ Team building Twitter Challenge	Collaboration	All staff	All students	Local	6

02/19/2018		Phonics instruction/ using data effectively/ Tier One interventions/ Technology integration	Instruction	All staff	All students	Local	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%	55%	85%	74%	76%	77%	47%	27%	80%
African-American	65%	47%	80%	62%	72%	65%	45%	25%	80%
Hispanic	80%	51%	95%	70%	74%	75%	41%	22%	80%
White	94%	59%	95%	84%	86%	85%	59%	33%	90%
Economically Disadvantaged	77%	45%	80%	66%	68%	59%	30%	16%	70%
Special Education	55%	34%	70%	44%	48%	40%	25%	9%	70%
At-Risk	68%	35%	80%	58%	58%	55%	23%	11%	70%
Limited English Proficient	68%	41%	75%	62%	63%	63%	33%	14%	70%
Asian	97%	79%	100%	89%	78%	76%	67%	43%	100%
American Indian	67%	33%	90%	73%	58%	0%	0%	0%	N/A
Hawaiian Pacific Islander	N/A	N/A	100%	75%	71%	N/A	N/A	N/A	N/A
Two or More	100%	87%	100%	80%	87%	84%	63%	58%	100%

WRITING (4)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	77%	42%	85%	64%	62%	63%	30%	7%	80%
African-American	75%	38%	90%	53%	56%	83%	17%	0%	90%
Hispanic	74%	34%	80%	60%	59%	55%	24%	4%	70%
White	78%	49%	90%	72%	73%	78%	37%	11%	85%
Economically Disadvantaged	76%	27%	80%	56%	52%	49%	19%	0%	70%

Special Education	33%	11%	50%	33%	32%	37%	21%	0%	50%
At-Risk	58%	24%	70%	44%	37%	42%	14%	2%	70%
Limited English Proficient	78%	39%	85%	54%	49%	55%	25%	0%	80%
Asian	100%	88%	100%	85%	72%	73%	55%	27%	100%
American Indian	N/A	N/A	100%	61%	71%	0%	0%	0%	N/A
Hawaiian Pacific Islander	N/A	N/A	100%	67%	50%	N/A	N/A	N/A	N/A
Two or More	100%	80%	100%	70%	76%	100%	67%	17%	100%

**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	84%	52%	90%	79%	80%	81%	47%	26%	90%
African-American	94%	53%	95%	66%	72%	85%	55%	25%	95%
Hispanic	81%	45%	90%	77%	78%	76%	41%	19%	85%
White	89%	58%	95%	87%	88%	89%	56%	36%	95%
Economically Disadvantaged	82%	41%	85%	73%	73%	70%	30%	12%	80%
Special Education	64%	34%	70%	53%	56%	56%	39%	16%	70%
At-Risk	70%	34%	75%	67%	65%	67%	26%	11%	75%
Limited English Proficient	79%	46%	80%	73%	72%	80%	37%	16%	85%
Asian	94%	79%	100%	94%	86%	95%	76%	57%	100%
American Indian	67%	67%	100%	78%	77%	100%	0%	0%	100%
Hawaiian Pacific Islander	N/A	N/A	100%	80%	78%	N/A	N/A	N/A	N/A
Two or More	100%	93%	100%	82%	89%	89%	68%	53%	95%

**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	77%	38%	90%	73%	76%	72%	39%	16%	85%
African-American	40%	0%	80%	59%	68%	63%	38%	0%	80%
Hispanic	75%	35%	85%	68%	73%	67%	32%	9%	80%
White	88%	47%	95%	84%	87%	80%	49%	31%	90%
Economically Disadvantaged	71%	29%	80%	65%	67%	51%	18%	8%	70%
Special Education	58%	42%	60%	44%	46%	41%	36%	5%	60%
At-Risk	66%	24%	70%	56%	59%	50%	21%	6%	70%
Limited English Proficient	100%	0%	100%	57%	58%	36%	21%	7%	80%
Asian	85%	54%	90%	89%	75%	100%	100%	40%	100%
American Indian	100%	0%	100%	73%	60%	N/A	N/A	N/A	100%
Hawaiian Pacific Islander	N/A	N/A	100%	75%	93%	N/A	N/A	N/A	N/A
Two or More	100%	75%	100%	81%	86%	80%	40%	20%	100%

#### ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	96.3%	98%
African-American	95.4%	95.8%	96.7%	98%
Hispanic	95.6%	95%	96%	98%
White	96%	95.8%	96.5%	98%
Economically Disadvantaged	95.4%	94.4%	95.6%	97%
Special Education	94.5%	93.9%	95.8%	97%
Limited English Proficient	96.4%	95.8%	95.7%	97%
Asian	97.8%	96.8%	97.6%	98%
American Indian	95.3%	95.2%	94.5%	96%
Hawaiian Pacific Islander	95.5%	96.1%	96.1%	98%
Two or More	95.9%	96%	96.7%	98%

#### RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	1.23%	0.5%
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## 17-18 School Improvement Plan - Objectives and Activities

### Goal 1

**Need :** Planning and collaboration does not always focus on student learning and results. In some instances, planning and collaboration begins with activities that have already been developed or done in the past.  
Students lack phonological processing skills in K-2 that are leading to larger gaps in 3-5th.

**Goal :** Instructional Planning and collaboration that focuses on student learning and results will be implemented by 100% of teachers.

### Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, Other
Timeline for Implementation	All Year
November Progress Check	Still in progress
March Progress Check	Still in progress
June Progress Check	Still in progress

### Activity 1

Activity	Grade level teams will focus on learning and results by planning around the 4 Critical Questions: 1. What is it we want our students to learn and be able to do? 2. How will we know if each student has learned it? 3. How will we respond when some students don't learn it? 4. How can we extend and enrich the learning for students who have demonstrated proficiency?
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Person Responsible	teachers Admin
Monitoring Measures	walkthroughs observe grade level planning data meetings
Title 1 Fund	
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	100% of teachers will differentiate by product in one lesson a week for the 2017-18 school year.
Person Responsible	classroom teachers
Monitoring Measures	lesson plans walk throughs
Title 1 Fund	
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

Activity	Students will complete four technology projects, per year, that increase in rigor and quality to integrate technology with content, under the instruction of the classroom teacher, building on technology skills from the previous year.
Person Responsible	Technology coach Teachers
Monitoring Measures	Technology rubrics
Title 1 Fund	
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	The implementation of Writers Workshop by all classroom teachers with fidelity.
Person Responsible	Classroom teachers Reading specialist
Monitoring Measures	lesson plan walk throughs
Title 1 Fund	
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	
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**Activity 5**

Activity	Refine the way we are teaching phonics in K-2 to increase the number of students who score Developed in TPRI. Staff Development will be provided on specific phonics instruction to ensure all students needs are addressed.
Person Responsible	C&I Vertical Team Reading Specialist Classroom Teachers
Monitoring Measures	Lesson Plans Walk Throughs ERO attendance Intervention Data IRI levels TPRI Data
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 : On-level and above-level students are not making adequate growth in one years time.

Goal : 100% of students reading on or above grade level will make one year's growth by the end of 2017-18 school year.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	All year
November Progress Check	Still in progress Students and teachers tracking reading meetings
March Progress Check	Still in progress
June Progress Check	Still in progress

Activity 1

Activity	Promote quality questioning and rigor through additional Making Thinking Visible strategies (3-2-1 Bridge, Tug of War, Chalk Talk).
Person Responsible	Differentiation and Integration Vertical Team (PLC) GT Specialist Classroom Teachers
Monitoring Measures	Lesson Plans Walk Throughs Work Products Displayed
Title 1 Fund	
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	Increase the use of the DOK wheels in centers, lessons, and/or work products and holding All students accountable for demonstration of these HOTS skills.
Person Responsible	Differentiation and Integration Vertical Team (PLC) GT Specialist Classroom Teachers
Monitoring Measures	Lesson Plans Walk Throughs Work Products Displayed
Title 1 Fund	
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	Administer Running Records twice a nine weeks for on-level students and once a nine weeks for above-level students.
Person Responsible	classroom teachers Reading Specialist
Monitoring Measures	running records progress monitoring sheets
Title 1 Fund	
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	
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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 :** There are still students that are being reactive, rather than proactive to situations.  
 The need to apply the 7 habits into content at deeper levels.  
 The need for more student centered activities and students empowerment within the classroom.

**Goal :** 100% of teachers will provide opportunities in their classroom or around the school to empower all students to lead and learn.

**Goal Details**

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	All year
November Progress Check	Incorporating 7 habits into lessons Still in progress
March Progress Check	Still in progress
June Progress Check	Still in progress

**Activity 1**

Activity	Teachers will plan for the application of the 7 habits in their curriculum and instruction.
Person Responsible	Classroom Teachers
Monitoring Measures	Lesson Plans Walkthroughs Work Displays Positive Referrals

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	Objective 4. Implement and promote a collaborative approach to school and community safety.

### Activity 2

Activity	Implement a school wide tracking and reinforcement system to increase the # of S's and E's in report cards each nine weeks by 10%.
Person Responsible	Students All Staff
Monitoring Measures	Leadership Notebook tracking sheet Spirit Stick spreadsheet Campus score board report cards
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	Objective 2. Implement, provide, and communicate programs that will ensure that students understand shared responsibility and have necessary coping skills.

### Activity 3

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	

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, community and city wide fitness opportunities for all students.

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	All year
November Progress Check	Still in progress
March Progress Check	Drum Fit Club was developed and met once a week in gym.
June Progress Check	Conducted Heroes for Health presentation and pep rally.

Activity 1

Activity	Host "Heroes for Health" presentation for all students during a PACK Meeting.
Person Responsible	Parent/Community Volunteer Admin PE Teachers
Monitoring Measures	Student Attendance
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	Incorporate a "Health Fair" into our Fiesta de los lobos spring festival. These booths will have activities, information and healthy snacks for families to enjoy.
Person Responsible	Community Volunteers PTA Board
Monitoring Measures	Number of Health agencies attending
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	Collaborate with PTA in fundraising that promotes health and fitness. Coordinate a Wanke Run/Walk for all students, parents and staff.
Person Responsible	PTA Board
Monitoring Measures	Pledges collected Permission forms
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 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	
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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	