



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

FISHER ELEMENTARY SCHOOL

2017-2018

OUR MISSION

We will strive to do what is right for students in all situations.

FISHER ES

Needs Assessment 2017-2018

Process

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

2/21/17: The Leadership Team looked planned the schedule we would follow for developing the School Improvement Plan

2/21/17: The Leadership Team looked at data sources to identify priority/need areas: What's been posted and what's trending now?

- * Summary 16-17 SIP
- * Summary of Parent Surveys--Side by Side Comparison 14-15, 15-16, 16-17 Surveys
- * 16-17 Parent Survey Open Ended Responses--Strength and Weaknesses
- * Summary of STAAR Scores--Yearly Comparison 14-15 and 15-16 Results
- * CDB Data--15-16 and 16-17 Comparisons
- * Community and Student Engagement Accountability System--14-15 and 15-16 Comparison

3/3/17: The Professional Staff meet and did a SWOB (Strengths Weaknesses Opportunities Barriers) and Root Cause Analysis

- * Students are struggling because they are not reading on grade level
- * The Root Cause is that teachers are not consistently and efficiently using a Balanced Literacy Approach

4/17/17: The Leadership Team wrote two SMART goals (reading and writing)

5/5/17: Staff brainstormed activities that would help meet our two goals

5/11/17: The data, priorities/needs, goals, and activities were presented to the PIC/SAT Committees and the committees offered ideas to help parents.

5/25/16: Leadership Team narrowed down activities and finalized Staff Development for the 17-18 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 checked="" type="checkbox"/> Regression graphs	
<input checked="" type="checkbox"/> Student demographics	
<input type="checkbox"/> Special populations enrollment, performance, and LRE	
<input checked="" type="checkbox"/> TELPAS	
<input checked="" type="checkbox"/> Promotion/retention (Elementary)	
<input type="checkbox"/> Failure rates (Secondary)	
<input type="checkbox"/> Completion and graduation rates (High School)	
<input type="checkbox"/> SAT/ACT (High School)	
<input type="checkbox"/> AP (High School)	
<input type="checkbox"/> Other	
Findings	When looking at CDB, STAAR, TELPAS, and other academic progress measure data resources, the root cause for students not reading on grade level is the lack of teacher consistency/effectiveness in providing a balanced literacy approach.

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	
Findings	<p>Attendance is generally great however it was done from last year. We ended the year at 96.1. One contributing cause was returning on January 2nd where we had over 150 students absent. We only had around 55 students who had perfect attendance for the year.</p> <p>Discipline is not a huge problem however we did have more referrals this year than the previous. We continue to have problems with a group of boys that have been problematic since kindergarten. They were taken through the RtI process to provide them with behavior support. One student qualified for Special Education and began receiving support through BMC.</p> <p>It was noted that monthly Math assessments seemed to make an impact in overall achievement. We had 90% of 5th grade students pass STAAR.</p>

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	Surveys were completed by Parents and Teachers. Both groups scored areas most frequently as Satisfactory or Excellent. Individual responses led to identifying better means for communicating behavior and academic progress.

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	<p>Day tutors and At Risk Assistant were used for K-5 students needing help in Reading or Math. The feedback from teachers was positive. There were still students that needed help but we had to prioritize based on need. Students did receive interventions from 8-8:30 as well as with a tutor.</p> <p>Administration and Academic Specialists feel there are still teachers who are not bringing students up in Rtl which prevents them from receiving the proper interventions.</p>
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CSF 5: Family/Community Engagement

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

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

Findings	<p>Fisher has a large Spanish speaking community so all handouts are translated prior to sending home.</p> <p>Fisher hosted approximately 35 activities throughout the year. Evening attendance was great however morning attendance was week. Parents support non-academic events more than they do academic ones.</p> <p>The parent survey was very positive. There were no areas that were below 92% Satisfactory/Excellent.</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

<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
Findings
<p>Fisher has many extra curricular activities for students 2nd-5th grade. We would love to have more however it is hard to get teachers to commit to more time after school.</p> <p>The overall feeling from staff and parents is positive.</p> <p>Attendance for the year was about 96.1 and the staff was at 97.5% which reflects students and teachers are wanting to come to school. The parents have a lot to do with those students that have excessive absences.</p>

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 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	Teachers new to Northside and to the campus require a lot of mentoring. T-TESS reveals that most of the staff at Fisher at Proficient and Rock Solid! There was a focus on enhanced collaboration when planning instruction.

Priority Needs

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

Priority Need 1

Reading--% of students reading on grade level Kinder-5th
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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

Writing--% of students meeting grade level promotion standards for 2nd-5th % of students passing 4th grade STAAR Writing

CSF 1 Academic Performance
CSF 2 Use of Quality Data to Drive Instruction
CSF 3 Leadership Effectiveness
CSF 4 Increased Learning Time
CSF 5 Family and Community Engagement
CSF 6 School Climate
CSF 7 Teacher Quality

Campus: FISHER ES

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 05/11/2017

SAT Member	Name	Signature
Principal	Jeff Davenport	
Parent Community Representative	Rhiannon Keammerer	
Staff Representative	Rebecca Rodriguez	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Jeff Davenport	Principal
Sandra Estrada	Administrator
Gina Hale	Staff Member
Rebecca Rodriguez	Staff Member
Crystal Sanchez	Parent
Rhiannon Keammerer	Parent
Adriana Villegas	Parent
John Moran	Central Office Representative

CAMPUS: FISHER 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		Balanced Literacy	Instruction	Teachers	All	Title I	3
08/22/2017		Balanced Literacy	Instruction	Teachers	All	Title I	3
08/23/2017		PLC, Teacher Access Center, TTESS, Guide to High Risk Behaviors	Collaboration	Teachers	All		6
10/09/2017		Reading & Writing Planning/District PD	Collaboration	Teachers	All		6
11/20/2017		Individual Professional Development Workshops	Instruction	Teachers	All		6
11/21/2017		Individual Professional Development Workshops	Instruction	Teachers	All		6
02/19/2018		Reading & Writing Planning	Collaboration	Teachers	All		6

ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES

READING (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	71%	40%	80%	74%	76%	73%	41%	21%	80%
African-American	88%	50%	80%	62%	72%	65%	40%	20%	80%
Hispanic	70%	38%	80%	70%	74%	72%	40%	20%	80%
White	67%	46%	80%	84%	86%	80%	60%	30%	85%
Economically Disadvantaged	66%	34%	80%	66%	68%	68%	37%	18%	72%
Special Education	34%	16%	60%	44%	48%	37%	19%	4%	50%
At-Risk	57%	28%	80%	58%	58%	60%	27%	12%	65%
Limited English Proficient	59%	27%	70%	62%	63%	62%	34%	19%	70%
Asian	100%	67%	100%	89%	78%	100%	100%	50%	100%
American Indian	N/A	N/A	80%	73%	58%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	80%	75%	71%	100%	100%	0%	100%
Two or More	80%	60%	80%	80%	87%	69%	46%	23%	75%

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	64%	25%	70%	64%	62%	58%	24%	5%	70%
African-American	71%	29%	70%	53%	56%	33%	17%	0%	60%
Hispanic	63%	23%	70%	60%	59%	57%	22%	5%	65%
White	60%	50%	70%	72%	73%	83%	67%	17%	85%
Economically Disadvantaged	58%	21%	70%	56%	52%	55%	24%	5%	70%

Special Education	29%	7%	60%	33%	32%	30%	15%	0%	50%
At-Risk	47%	17%	70%	44%	37%	44%	16%	2%	60%
Limited English Proficient	49%	12%	60%	54%	49%	59%	27%	2%	70%
Asian	100%	0%	100%	85%	72%	100%	100%	0%	100%
American Indian	N/A	N/A	70%	61%	71%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	70%	67%	50%	N/A	N/A	N/A	N/A
Two or More	75%	0%	70%	70%	76%	83%	17%	0%	85%

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	79%	41%	82%	79%	80%	78%	47%	24%	85%
African-American	75%	38%	82%	66%	72%	70%	40%	25%	80%
Hispanic	79%	40%	82%	77%	78%	78%	47%	23%	85%
White	79%	38%	82%	87%	88%	85%	65%	40%	90%
Economically Disadvantaged	76%	37%	82%	73%	73%	75%	43%	21%	80%
Special Education	44%	20%	60%	53%	56%	42%	26%	12%	50%
At-Risk	71%	34%	75%	67%	65%	69%	32%	16%	75%
Limited English Proficient	73%	34%	75%	73%	72%	73%	43%	24%	75%
Asian	100%	67%	100%	94%	86%	100%	50%	50%	100%
American Indian	N/A	N/A	82%	78%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	82%	80%	78%	100%	100%	0%	100%
Two or More	90%	50%	82%	82%	89%	69%	38%	23%	75%

SCIENCE (Grade 5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	

All Students	76%	36%	80%	73%	76%	68%	31%	11%	80%
African-American	100%	0%	80%	59%	68%	100%	40%	20%	85%
Hispanic	76%	36%	80%	68%	73%	67%	31%	11%	80%
White	50%	0%	80%	84%	87%	80%	30%	0%	85%
Economically Disadvantaged	70%	28%	80%	65%	67%	65%	29%	11%	75%
Special Education	31%	15%	60%	44%	46%	30%	15%	0%	50%
At-Risk	67%	19%	75%	56%	59%	55%	15%	3%	65%
Limited English Proficient	53%	9%	60%	57%	58%	48%	21%	3%	60%
Asian	100%	100%	100%	89%	75%	N/A	N/A	N/A	85%
American Indian	N/A	N/A	80%	73%	60%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	80%	75%	93%	N/A	N/A	N/A	N/A
Two or More	100%	100%	100%	81%	86%	33%	0%	0%	50%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	96.3%	96.5%
African-American	95.4%	95.8%	97.6%	97.6%
Hispanic	95.6%	95%	96.1%	96.3%
White	96%	95.8%	97%	97.2%
Economically Disadvantaged	95.4%	94.4%	95.9%	96%
Special Education	94.5%	93.9%	94.9%	95%
Limited English Proficient	96.4%	95.8%	96.6%	96.7%
Asian	97.8%	96.8%	97.2%	97.3%
American Indian	95.3%	95.2%	96.9%	97%
Hawaiian Pacific Islander	95.5%	96.1%	92.7%	95%
Two or More	95.9%	96%	97.2%	97.3%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	1.4%	1.1%
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17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : Reading--% of students reading on grade level Kinder-5th

Goal : 67

Goal Details

Student Groups Impacted	All Students, Special Education, Eco-Dis, ELL
Funding Needed	Local, Title III, State Compensatory
Timeline for Implementation	<p>August 21st and 2nd Staff Training on Balanced Literacy</p> <p>By October 13th Baseline Reading Levels 1st-5th</p> <p>By January 19th Review Reading Levels Kinder-5th (look for 3% increase of students reading on level)</p> <p>By March 29th Review Reading Levels Kinder-5th (look for 3% increase of students reading on level)</p> <p>By May 25th Review Reading Levels Kinder-5th (look for 4% increase of students reading on level)</p>
November Progress Check	<p>PK-5th grade teachers were provided professional development training by the Reading specialists in August. Teachers learned about balanced literacy, writing, and guided reading. Teachers are currently participating in a Book Study, The Next Steps in Guided Reading.</p> <p>Following the 1st grading period, 70% of the student population was reading on grade level based on their beginning of the year IRI.</p>

March Progress Check	<p>At the conclusion of the 2nd grading period in January we had 66% of 1st, 56% of 2nd, 79% of 3rd, 78% of 4th, and 64% of 5th reading on level.</p> <p>New intervention groups were created.</p> <p>All teachers were trained in how to use the universal strategy of T3 in Reading.</p> <p>Students continue to participate in the Reading Bingo and DROP Reading Programs.</p> <p>A few teachers have created videos for the YouTube channel.</p>
June Progress Check	<p>1st grade: 68% 1st to 79% 4th Increase 11%</p> <p>2nd grade: 54% 1st to 81% 4th Increase 27%</p> <p>3rd grade: 78% 1st to 76% 4th Decrease 2%</p> <p>4th grade: 74% 1st to 72% 4th Decrease 2%</p> <p>5th grade: 64% 1st to 82% 4th Increase 18%</p> <p>68% 1st to 78% 4th Increase 10%</p>

Activity 1

Activity	All ELAR Blocks in K-5 will incorporate a balanced literacy approach with an emphasis on guided reading
Person Responsible	Reading Specialists, Administration, Classroom teachers
Monitoring Measures	IRIs, Formative/Summative Assessments every 4-5 weeks (running records, guided reading groups), Lesson Plans
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 8, SWC 9
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	Universal thinking strategies will be modeled and implemented K-5 in all content areas.
Person Responsible	Academic Specialists, Classroom Teachers, Administration, Academic PLCs
Monitoring Measures	Common assessments, CDBs, STAAR
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Create a school-wide at-home reading incentive that includes question stems for comprehension that will involve the entire family--Drop and Give ME 20 and Reading Bingo.
Person Responsible	Reading Specialists, Classroom Teachers, Administration, Reading PLC
Monitoring Measures	IRIs, Common Assessments, CDBs, STAAR
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, 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 4

Activity	To encourage parental engagement in the academic process, teachers will utilize a shared YouTube Channel to model read-alouds and other school-wide strategies.
Person Responsible	ATC, TSS, Classroom Teachers, Academic Specialists, Administration, Technology PLC
Monitoring Measures	Number of "hits" on the site and for each video, Parent Survey
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 5

Activity	Utilize Reading Specialists, LSTs, and Day tutors to provide Tier II and Tier III interventions for students not reading on level
Person Responsible	Specialists, Tutors
Monitoring Measures	Progress Monitoring, IRIs, Assessments
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
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Goal 2

Need : Writing--% of students meeting grade level promotion standards for 2nd-5th % of students passing 4th grade STAAR Writing

Goal : We will increase the percentage of students in 2nd - 5th meeting writing promotion standards to 70% in 2nd-4th and 80% in 5th.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, ELL
Funding Needed	Local, Title III, State Compensatory
Timeline for Implementation	<p>August 21st and 22nd--Staff will receive training on Balanced Literacy and how Grammar Keepers "Proof" Sheet will be used in ELAR</p> <p>By September 22nd writing samples K-5th will be used as baseline data Samples will be collected and graded using the NISD/Lead4ward Writing Rubric after each writing genre Dec/May</p>
November Progress Check	<p>All teachers received and posted the Grammar Keepers "Proof" Sheet. All students were provided a writing folder.</p> <p>Writing samples were collected after the first genre was taught. Teams met, read, and analyzed writing samples. Samples were sent to the district to use for creating examples of high, medium, and low writing.</p>
March Progress Check	Grade levels meet after each genre that they teach and review writing samples. Pieces are analyzed and placed in high, medium, and low stacks. The team looks for commonalities in the samples that lead to mini lesson topics.
June Progress Check	<p>Increase in 4th grade Writing STAAR Scores from 57% to 61% for All Students English.</p> <p>2nd: 82% 3rd: 79% 4th: 70% 5th: 76%</p> <p>77% of 2nd - 5th grade students met Writing Standard</p>

Activity 1

Activity	Classroom teachers will incorporate and use the Grammar Keepers "Proof" Chart for K-5.
Person Responsible	Reading Specialists, Classroom Teachers, Administration
Monitoring Measures	Writing Samples, CDBs, STAAR, Anchor Charts, Writing Folders, Journals, Notebooks
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	
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	
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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	

Goal : We will increase the number of students and parents getting exercise.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local

Timeline for Implementation	<p>By September, the Morning exercise videos will be included on the Fisher shared YouTube channel.</p> <p>In September, students and parents will be invited to participate in the Marathon Club.</p> <p>In May, recognitions will be made for students, parents, and families who participated in the Marathon Club.</p>
November Progress Check	<p>The Morning exercise video has been recorded but has not been uploaded to the campus YouTube Channel.</p> <p>The Marathon Kids Club takes place on Monday, Wednesday, and Friday. Over 60 3rd - 5th grade students are participating. Parents are allowed to join and run.</p>
March Progress Check	<p>We continue to do a school wide morning exercise video each morning.</p> <p>The Marathon Kids Club still meets three days a week.</p> <p>The Family Fitness Dance in April 6th from 5:30 - 7:30 p.m.</p>
June Progress Check	<p>Morning exercise was conducted every morning.</p> <p>Over 50 students participated in the Marathon Kids Club and 15 completed 26 miles.</p> <p>Over 500 people attended the Family Fitness Dance.</p>

Activity 1

Activity	Parents and students will participate in the Marathon Club.
Person Responsible	PE Teachers
Monitoring Measures	Participation number
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 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	

