



NORTHSIDE
SCHOOL



INDEPENDENT
DISTRICT



SCHOOL IMPROVEMENT PLAN

NICHOLS ELEMENTARY SCHOOL

2017-2018

OUR MISSION

Nichols Elementary School views education as purposeful and fun by inspiring thinking, problem solving and lifelong learning. Nichols Elementary School strives to provide a safe, inviting, caring and nurturing environment where students, parents, staff and community members Dream It, Believe It, and Achieve It.

NICHOLS ES

Needs Assessment 2017-2018

Process

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

Meet with the faculty/staff on two occasions
Met with the Leadership Team to refine in May.

The faculty/staff met on Friday, May 5, 2017 (early release). We reviewed the Critical Success Factors as a whole group and then we broke up into four PLC teams. Each group reviewed the previous School Improvement Plan and discussed the goals and activities in each area. Afterwards, we came back together as a whole group and each team reported out. Goals and activities were discussed and revised accordingly.

On Data Day, the Campus Leadership Team will meet to review the data. From the information provided, the School Improvement Plan will be updated to focus on our top three priorities: writing, science, and behavior.

Data and Campus Practices Review

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

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

CSF 1: Academic Performance
Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.
<input checked="" type="checkbox"/> STAAR/EOC/TAKS
<input checked="" type="checkbox"/> Regression graphs
<input checked="" type="checkbox"/> Student demographics
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE
<input checked="" type="checkbox"/> TELPAS
<input checked="" type="checkbox"/> Promotion/retention (Elementary)
<input type="checkbox"/> Failure rates (Secondary)
<input type="checkbox"/> Completion and graduation rates (High School)
<input type="checkbox"/> SAT/ACT (High School)
<input type="checkbox"/> AP (High School)
<input type="checkbox"/> Other

Findings	<p>3rd Grade STAAR Math: 90% (above state 76%, above district 77%) 3rd Grade STAAR Reading: 83% (above state 72%, above district 74%) 4th Grade STAAR Math: 72% (below state 75%, below district 75%) 4th Grade STAAR Reading: 76% passed (above state 70% and district 73%) 4th Grade STAAR Writing: 59% passed (below state 63%, below district 62%) 2 students scored 0 21 students scored 2 20 students scored 3 23 students scored 4 9 students scored 5 1 student scored 8</p> <p>5th Grade STAAR Math: 92% (above state 81%, above district 86%) 5th Grade STAAR Reading: 93% (above state 71%, above district 75%) 5th Grade STAAR Science: 86% (above state 73%, above district 76%, up 9% from previous year)</p> <p>Eco Dis students have gaps in all areas except 3rd Grade STAAR Math. Special Education students have gaps in all areas.</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 Placement/Retention

Findings	No students were retained this year.
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CSF 3: Leadership Effectiveness

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

- Distribution of leadership and responsibilities
- Decision making structures on the campus
- Teacher input
- Campus goals

<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	This is our third year of using the PLC process.

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.	
<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 type="checkbox"/> Other	
Findings	Classroom support is provided by the art, music and computer teachers. MANE Time Enrichment is provided by the music, art, computer, PE, and G/T Enrichment teachers. Team Planning is done every Wednesday and focuses solely on writing. Literacy and Math Planning is done once per month. Reading Specialist models effective writing instruction with the fourth grade teachers on Day 6.

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.	
<input checked="" type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Family and community activities	
<input checked="" type="checkbox"/> Family and community input	
<input checked="" type="checkbox"/> Family and community services	
<input type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	

Findings	Partnership with UTSA (3 student teachers). Partnership with Northwest Vista College (4 student observers). Partnership with O'Connor High School (students who want to become teachers). Partnership with Junior Achievement to provide Economics instruction. We have a very effective PTA here at Nichols. We have a strong partnership with Zion Lutheran Church.
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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	We offer many before and after school enrichment experiences for children including: Nichols News, Safety Patrols, Choir, Strings, Junior Master Gardeners, Dance Club, Cardboard Arcade, Young Astronauts, Solar Cars, Spirit Club, Kindness Club, Art Camp, Bluebonnet Bloggers, and Robotics.
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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.

- Teacher attendance
- Teacher experience and years on campus
- Class size
- Staff retention rates
- Alignment of curriculum, instruction, assessment
- Alignment of CDB scores and STAAR results
- Effectiveness of planning and collaboration
- Professional development experiences and requests
- Other

Findings	Teacher attendance was good. Planning and collaboration is effective. Professional development is all aligned to our SIP goals.
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Priority Needs

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

Priority Need 1

Writing
CSF 1 Academic Performance

Priority Need 2

Science scores increased from 77% to 86% (+9%). We have a challenging group of students coming to fifth grade this year.
CSF 1 Academic Performance

Priority Need 3

Behavior
CSF 6 School Climate

Priority Need 4

Reading/Mathematics: Special Ed. Sub Pop
CSF 1 Academic Performance

Campus: NICHOLS ES

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 05/15/2017

SAT Member	Name	Signature
Principal	Sonya D. Kirkham	
Parent Community Representative	Chip Concklin	
Staff Representative	LaShanda Robinson	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Suzanne Lansdale	Administrator
Joy Bosquez	Staff Member
Liz Chau	Staff Member
Tamula Efeovbokhan	Parent
Brenda Daraiseh	Parent
Rosemary Ragland	Parent
RoShawndra (Rae) Kitchin	Parent
Ann Taylor	Staff Member
Barbara Parish	Central Office Representative
Shawn Kaarlsen	Business Representative
Suzanne Lansdale	Administrator
Joy Bosquez	Staff Member
Liz Chau	Staff Member
Tamula Efeovbokhan	Parent
Brenda Daraiseh	Parent
Rosemary Ragland	Parent
RoShawndra (Rae) Kitchin	Parent
Ann Taylor	Staff Member

Barbara Parish	Central Office Representative
Shawn Kaarlsen	Business Representative
Suzanne Lansdale	Administrator
Joy Bosquez	Staff Member
Liz Chau	Staff Member
Tamula Efeovbokhan	Parent
Brenda Daraiseh	Parent
Rosemary Ragland	Parent
RoShawndra (Rae) Kitchin	Parent
Ann Taylor	Staff Member
Barbara Parish	Central Office Representative
Shawn Kaarlsen	Business Representative

CAMPUS: NICHOLS 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		Data Review & Analysis, Handbook Review, Curriculum Updates	Curriculum	All faculty/staff	All students		6
08/22/2017		New grade book training, CMS Update training, Sexual Harassment & Social Media training	Technology	All faculty/staff	All students		6
08/23/2017	08/25/2017	Speaker: Dan St. Romain "Changing Perspectives to Change Behavior"	Classroom Management	All faculty/staff	All students		6
10/09/2017		Parent/Teacher Conferences & Team Planning	Collaboration	All faculty	All students		3
11/20/2017		Teacher Choice based on T-TESS goal	Instruction	All faculty	All students		6
11/21/2017		Teacher Choice based on T-TESS goal	Instruction	All faculty	All students		6
02/19/2018		Possible PL/R Conferences & School Improvement Planning	Collaboration	All faculty	All students		3

CAMPUS: NICHOLS 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	87%	46%	90%	74%	76%	84%	53%	28%	86%
African-American	70%	40%	75%	62%	72%	78%	44%	22%	80%
Hispanic	85%	39%	88%	70%	74%	85%	47%	24%	87%
White	90%	63%	95%	84%	86%	85%	63%	36%	87%
Economically Disadvantaged	86%	36%	85%	66%	68%	80%	49%	21%	82%
Special Education	75%	29%	75%	44%	48%	52%	32%	3%	54%
At-Risk	74%	18%	75%	58%	58%	69%	27%	10%	71%
Limited English Proficient	67%	33%	75%	62%	63%	100%	100%	100%	100%
Asian	100%	100%	100%	89%	78%	100%	100%	67%	100%
American Indian	100%	0%	100%	73%	58%	100%	100%	100%	100%
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	71%	0%	0%	0%	N/A
Two or More	100%	57%	95%	80%	87%	88%	88%	50%	90%

WRITING (4)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	76%	37%	75%	64%	62%	59%	27%	8%	70%
African-American	33%	33%	70%	53%	56%	0%	0%	0%	58%
Hispanic	73%	35%	70%	60%	59%	59%	20%	8%	61%

White	94%	47%	90%	72%	73%	55%	30%	5%	75%
Economically Disadvantaged	76%	30%	75%	56%	52%	47%	19%	6%	54%
Special Education	63%	38%	70%	33%	32%	31%	25%	0%	34%
At-Risk	62%	24%	70%	44%	37%	26%	4%	0%	39%
Limited English Proficient	50%	0%	70%	54%	49%	0%	0%	0%	51%
Asian	N/A	N/A	N/A	85%	72%	100%	100%	0%	100%
American Indian	100%	0%	100%	61%	71%	100%	100%	0%	100%
Hawaiian Pacific Islander	N/A	N/A	N/A	67%	50%	N/A	N/A	N/A	N/A
Two or More	67%	33%	70%	70%	76%	75%	50%	25%	78%

MATHEMATICS (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Approaches Standard	Approaches Standard	
All Students	88%	53%	95%	79%	80%	86%	59%	33%	88%
African-American	70%	30%	75%	66%	72%	56%	33%	22%	74%
Hispanic	89%	45%	92%	77%	78%	87%	56%	29%	89%
White	87%	74%	95%	87%	88%	83%	72%	47%	90%
Economically Disadvantaged	87%	43%	88%	73%	73%	84%	50%	25%	86%
Special Education	61%	39%	75%	53%	56%	45%	23%	6%	58%
At-Risk	75%	25%	77%	67%	65%	67%	32%	10%	69%
Limited English Proficient	67%	33%	75%	73%	72%	100%	100%	100%	100%
Asian	100%	100%	100%	94%	86%	100%	67%	67%	100%
American Indian	100%	100%	100%	78%	77%	100%	100%	0%	100%
Hawaiian Pacific Islander	N/A	N/A	N/A	80%	78%	100%	100%	0%	100%
Two or More	88%	50%	95%	82%	89%	100%	63%	38%	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	Meets Standard	Masters Standard	
All Students	75%	45%	83%	73%	76%	86%	59%	25%	88%
African-American	100%	50%	83%	59%	68%	67%	0%	0%	70%
Hispanic	63%	33%	78%	68%	73%	84%	52%	19%	86%
White	100%	71%	100%	84%	87%	100%	94%	44%	100%
Economically Disadvantaged	59%	22%	70%	65%	67%	84%	42%	11%	86%
Special Education	56%	33%	70%	44%	46%	56%	22%	0%	58%
At-Risk	54%	17%	70%	56%	59%	72%	33%	9%	74%
Limited English Proficient	N/A	N/A	N/A	57%	58%	0%	0%	0%	60%
Asian	N/A	N/A	N/A	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	N/A	N/A	N/A	75%	93%	N/A	N/A	N/A	N/A
Two or More	0%	0%	85%	81%	86%	100%	100%	100%	100%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	96.6%	97%
African-American	95.4%	95.8%	96.8%	97%
Hispanic	95.6%	95%	96.7%	97%
White	96%	95.8%	96.5%	97%
Economically Disadvantaged	95.4%	94.4%	96%	96.5%
Special Education	94.5%	93.9%	95.5%	96%
Limited English Proficient	96.4%	95.8%	98.4%	98.5%
Asian	97.8%	96.8%	95.9%	96%
American Indian	95.3%	95.2%	95.5%	96%
Hawaiian Pacific Islander	95.5%	96.1%	96.6%	97%
Two or More	95.9%	96%	96.5%	97%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% of Students Retained	0.98%	0%	0.5%

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : Writing

Goal : Increase STAAR Writing scores from 59% to 69%.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	August 28, 2017-June 6, 2018
November Progress Check	Activity #1 completed 8/21/2017 Activity #2 completed 8/22/2017 Activity #3 50% completed on 9/22/2017, first writing sample was placed into each child's guided reading folder Activity #4 completed during Literacy Planning on 11/01/2017 Activity #5 will be completed in Feb.
March Progress Check	Activity #1 completed 8/21/2017 Activity #2 completed 8/22/2017 Activity #3 50% completed on 9/22/2017, first writing sample was placed into each child's guided reading folder Activity #4 completed during Literacy Planning on 11/01/2017 Activity #5 has not been completed.
June Progress Check	We met this goal. Our STAAR Writing scores increased from 59% to 70% (+11%).

Activity 1

Activity	All faculty will attend training on student baseline writing samples. (8/21/17)
Person Responsible	All faculty/staff
Monitoring Measures	Curriculum Diagnostic Benchmarks STAAR scores
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	All faculty will attend a Writer's Workshop implementation training and establish a designated writing time. (8/22/17)
Person Responsible	All faculty/staff
Monitoring Measures	Sign in sheets Evidence in walkthroughs and T-TESS observations
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
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Activity 3

Activity	All faculty will turn in two writing samples, with the rubric attached, to the Reading Specialist. Kindergarten and first grade will use a campus approved writing rubric and 2nd-5th will use the NISD Writing Rubric. (9/22/17 and 5/25/18)
Person Responsible	Sonya Kirkham, Principal Kristina Finley, Reading Specialist
Monitoring Measures	Writing samples with rubrics attached
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	During literacy planning meetings plan instruction based on scoring analysis. (11/01/17)
Person Responsible	Kristina Finley, Reading Specialist
Monitoring Measures	Classroom walk-throughs and observations
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 5. Provide rigorous, complex, and meaningful learning that promotes readiness for post PK-12 experiences.

Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	During vertical PLC meetings, adjust grammar expectations from grade level to grade level. (2/12/18)
Person Responsible	Kristina Finley, Reading Specialist
Monitoring Measures	Sign in sheets, participation
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 4. Develop and implement processes for vertical collaboration across bands of stakeholders.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 2

Need : Science scores increased from 77% to 86% (+9%).
We have a challenging group of students coming to fifth grade this year.

Goal : Increase science scores from 86% to 88%.

Goal Details

Student Groups Impacted	All Students
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Funding Needed	Local
Timeline for Implementation	August 28, 2017-June 6, 2018
November Progress Check	Activity #1 will be completed on Dec.4 Activity #2 Software was just purchased and is beginning to be implemented.
March Progress Check	Activity #1 was completed on Dec.4, 2017. Activity #2 Software was purchased in November and is being implemented.
June Progress Check	We did not meet this goal; however, we did improve our scores. We went from 86% to 87% approaches.

Activity 1

Activity	The Nichols faculty/staff will attend staff development on the implementation of interactive science centers where students discover and solve problems using hands on scientific inquiry practices.
Person Responsible	All faculty/staff
Monitoring Measures	Sign in sheets for training Implementation in the classroom as evidenced by walkthroughs and observations
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 5. Provide rigorous, complex, and meaningful learning that promotes readiness for post PK-12 experiences.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Third, fourth and fifth grade teachers will utilize EduSmart, a district approved software program, to enhance science instruction an average of one time a week.
Person Responsible	Third, fourth and fifth grade classroom teachers; science facilitator
Monitoring Measures	Data usage

Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 6. Utilize technology in advanced and innovative ways to support instruction and facilitate learning
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

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

Activity 4

Activity	
Person Responsible	

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

Activity 5

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

Goal 3

Need : Behavior

Goal : Decrease number of office referrals due to behavior.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	August 25, 2017-June 6, 2018
November Progress Check	Activity #1 completed on Aug. 25 As of 11/14/2017 there are four office referrals. In the same time period last year, Nichols had 19 office referrals.
March Progress Check	Activity #1 completed on Aug. 25 As of 11/14/2017 there were four office referrals. As of 3/1/2018 there are 34 office referrals.
June Progress Check	Activity #1 completed on Aug. 25 As of 11/14/2017 there were four office referrals. As of 3/1/2018 there were 34 office referrals. As of 6/7/2018 there were 87 office referrals (61 were attendance warning notices). Mr. Morelli had 9. (4th grade) Mr. Simpson had 9. (4th grade) Mrs. Shannon had 7. (4th grade) Mrs. Shaw had 6. (5th grade) Mrs. Mata had 5. (1st grade) We did not meet this goal.

Activity 1

Activity	All faculty/staff will attend "Changing Perspectives to Change Behavior" by Dan St. Romain on Friday, August 25, 2017.
Person Responsible	Sonya Kirkham, Principal

Monitoring Measures	Sign in sheets
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 2. Implement, provide, and communicate programs that will ensure that students understand shared responsibility and have necessary coping skills.

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	
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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 4

Need : Reading/Mathematics: Special Ed. Sub Pop

Goal : Meet 60% for STAAR Reading and STAAR Math in System Safeguards.

Goal Details

Student Groups Impacted	Special Education
Funding Needed	Local
Timeline for Implementation	August 28, 2017-June 6, 2018
November Progress Check	Activity #1 All IEP report cards were checked by administration after the first nine weeks. Ongoing

March Progress Check	Activity #1 All IEP report cards were checked by administration after the second nine weeks. The collaborative teachers created spreadsheets on the Spec. Ed. students to track their progress.
June Progress Check	We did not meet this goal. 3rd grade reading - 44% approaches 3rd grade math - 44% approaches 4th grade reading - 38% approaches 4th grade math - 38% approaches

Activity 1

Activity	Collect, analyze and monitor special education data for math and reading.
Person Responsible	Sonya Kirkham, Principal Special Education Team
Monitoring Measures	Quintile Reports
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	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	

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

Activity 3

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

Activity 4

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	

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

Activity 5

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

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

Goal Details

Student Groups Impacted	All Students
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Funding Needed	Local
Timeline for Implementation	August 28, 2017-June 6, 2018
November Progress Check	Students are being provided with moderate to vigorous physical activity. Students participated in the Bike Rodeo. Students were encouraged to participate in the Kids Rock San Antonio (marathon). Students in grades 3-5 have participated in the Physical Fitness assessment.
March Progress Check	Students are being provided with moderate to vigorous physical activity. Students participated in the Bike Rodeo. Students were encouraged to participate in the Kids Rock San Antonio (marathon). Students in grades 3-5 have participated in the Physical Fitness assessment. Students will participate in Field Day activities on March 9, 2018.
June Progress Check	Students were provided with moderate to vigorous physical activity throughout the 2017-18 school year. Students participated in the Bike Rodeo in October. Students were encouraged to participate in the Kids Rock San Antonio (marathon). Students in grades 3-5 participated in the Physical Fitness assessment. Students participated in Field Day activities on March 9, 2018. Students participated in the APEX Fun Run in April. Most ran 36 laps.

Activity 1

Activity	Provide moderate to vigorous physical activity in physical education and provide Go Noodle after announcements each morning.
Person Responsible	David Bertsch, physical education teacher Nichols News Crew
Monitoring Measures	Physical education lesson plans Physical Fitness Assessment data Walkthroughs in classrooms
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 5. Provide rigorous, complex, and meaningful learning that promotes readiness for post PK-12 experiences.
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
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Activity 2

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

Activity 3

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	

Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

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

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	

Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	