



NORTHSIDE  
SCHOOL



INDEPENDENT  
DISTRICT



## SCHOOL IMPROVEMENT PLAN

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# STEUBING ELEMENTARY SCHOOL

## 2017-2018

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### OUR MISSION

Steubing Stallions will be respectful, responsible, and positive leaders. At Steubing Elementary, we will continue to grow as leaders within ourselves, our school, and our community.

# STEUBING ES

## Needs Assessment 2017-2018

### Process

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

Looked at last year's SIP with the Leadership Team who went back to their teams for ideas moving forward. Leadership Team adopted many of the same goals after talking with teams. Plan to examine again after scores come in.

Revisited plan after Data Day and Leadership Institute. Determined need for writing focus across all grades and a need for PLC training and focus at that time.

**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 checked="" type="checkbox"/> Regression graphs	
<input type="checkbox"/> Student demographics	
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE	
<input type="checkbox"/> TELPAS	
<input 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 Leadership Institute Training	
Findings	Special populations in need of most help are ELL and Special Education students.

<b>CSF 2: Use of Quality Data to Drive Instruction</b>	
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 type="checkbox"/> Student attendance	
<input type="checkbox"/> Discipline	
<input checked="" type="checkbox"/> Grades	

<input type="checkbox"/> CDBs	
<input type="checkbox"/> Common Assessments	
<input type="checkbox"/> Other	
Findings	There is still the need for a help room for at-risk students.

<b>CSF 3: Leadership Effectiveness</b>	
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 type="checkbox"/> Distribution of leadership and responsibilities	
<input type="checkbox"/> Decision making structures on the campus	
<input type="checkbox"/> Teacher input	
<input type="checkbox"/> Campus goals	
<input type="checkbox"/> Monitoring of teacher performance; feedback to staff	
<input type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Master schedule	
<input type="checkbox"/> Teacher and parent surveys	
<input type="checkbox"/> Other	
Findings	Found a need to change the master schedule to accommodate the extra time needed in pre-k classes and to provide proper supervision.

<b>CSF 4: Increased Learning Time</b>	
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 type="checkbox"/> Response to Intervention	
<input 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	Additional time needed for supervision of pre-K students during their increased time at school. Tutorials still needed for ELL students. Need campus-wide focus on improving writing.

<b>CSF 5: Family/Community Engagement</b>	
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 type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Family and community activities	
<input type="checkbox"/> Family and community input	
<input type="checkbox"/> Family and community services	
<input type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	
Findings	Need more community involvement.

<b>CSF 6: School Climate</b>	
School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.	
<input type="checkbox"/> Teacher surveys	
<input type="checkbox"/> Parent surveys	
<input type="checkbox"/> Student surveys or panels	
<input type="checkbox"/> Discipline	
<input checked="" type="checkbox"/> Student attendance	
<input checked="" type="checkbox"/> Extra-curricular activities and clubs	
<input type="checkbox"/> Other	
Findings	Extra curricular clubs are needed more for lower grades.

<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 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 checked="" type="checkbox"/> Other      Training for teachers needed in area of student engagement.
Findings      Need for off-campus book study group and training in the area of student engagement and student discipline. Need for PLC training and implementation.

**Priority Needs**

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

Priority Need 1

ESL and Spec Ed students to increase STAAR scores
CSF 1 Academic Performance

Priority Need 2

Need for extra support for Spec Ed students and campus wide writing focus
CSF 2 Use of Quality Data to Drive Instruction

Priority Need 3

Adjusting schedules to accommodate learning time
CSF 3 Leadership Effectiveness

Priority Need 4

Tutorials needed for ELL students.
CSF 4 Increased Learning Time

Priority Need 5

Mentoring program needed for specific students at Steubing.

CSF 5 Family and Community Engagement

**Campus: STEUBING ES**

**School Improvement Plan Signatures**

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

**Date of SAT Meeting: 06/07/2017**

<b>SAT Member</b>	<b>Name</b>	<b>Signature</b>
Principal	Mary Usrey	
Parent Community Representative	Jennifer Ventura	
Staff Representative	Melinda Valdez	

**LIST SAT MEMBERS IN THE BLANKS BELOW**

<b>FULL NAME</b>	<b>POSITION</b>
Mary Usrey	Principal
Virginia Parker	Administrator
Barbara Clary	Staff Member
Jackie Schafer	Staff Member
James Mills	Parent
Jennifer Ventura	Parent
Genieveve Rodarte	Parent
Brooke Kaupert	Parent
Rocky Garza	Parent
Jessica Elkin	Parent
Kristine Emly	Parent



**CAMPUS: STEUBING 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		Grammar Matters, Team Planning	Instruction	Faculty	All	Local	6
08/22/2017		T-TESS updates, Online training updates, Convocation	Assessment	Faculty	All	Local	6
08/23/2017	08/25/2017	Dan St. Romaine	Classroom Management	Staff	All	Local	6
10/09/2017		District Training, RTI training and RTI work time	Collaboration	K-5 teachers	At-risk	Local	6
11/20/2017	08/15/2017	Steubing Retreat	Collaboration	Staff	All	Local	6
11/21/2017		Teacher Choice/Book Study	Instruction	Faculty	All	Local	6
02/19/2018		School Improvement Planning	Instruction	Faculty	All	Local	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	Approaches Standard	Meets Standard	
All Students	83%	53%	90%	74%	76%	80%	51%	29%	90%
African-American	82%	45%	90%	62%	72%	86%	29%	7%	90%
Hispanic	83%	50%	90%	70%	74%	78%	47%	25%	90%
White	85%	63%	90%	84%	86%	86%	64%	40%	90%
Economically Disadvantaged	74%	38%	85%	66%	68%	71%	38%	16%	85%
Special Education	48%	19%	80%	44%	48%	46%	21%	8%	75%
At-Risk	58%	17%	85%	58%	58%	64%	28%	11%	85%
Limited English Proficient	54%	23%	85%	62%	63%	69%	28%	16%	75%
Asian	79%	42%	90%	89%	78%	71%	39%	21%	90%
American Indian	N/A	N/A	90%	73%	58%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	71%	N/A	N/A	N/A	N/A
Two or More	88%	63%	90%	80%	87%	90%	70%	40%	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	Approaches Standard	Meets Standard	
All Students	63%	34%	80%	64%	62%	61%	24%	9%	80%
African-American	N/A	N/A	80%	53%	56%	63%	25%	0%	80%
Hispanic	59%	22%	80%	60%	59%	69%	19%	7%	80%
White	69%	46%	80%	72%	73%	59%	36%	18%	80%
Economically Disadvantaged	68%	36%	80%	56%	52%	48%	17%	0%	75%

Special Education	33%	17%	70%	33%	32%	29%	14%	0%	70%
At-Risk	20%	0%	70%	44%	37%	31%	12%	0%	70%
Limited English Proficient	27%	0%	70%	54%	49%	14%	0%	0%	70%
Asian	56%	33%	80%	85%	72%	25%	13%	0%	80%
American Indian	N/A	N/A	N/A	61%	71%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	67%	50%	N/A	N/A	N/A	N/A
Two or More	75%	75%	80%	70%	76%	50%	50%	0%	80%

**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	89%	59%	90%	79%	80%	87%	55%	29%	90%
African-American	82%	55%	90%	66%	72%	79%	43%	14%	90%
Hispanic	90%	55%	90%	77%	78%	87%	50%	18%	90%
White	89%	68%	90%	87%	88%	89%	59%	41%	90%
Economically Disadvantaged	82%	45%	90%	73%	73%	78%	48%	19%	85%
Special Education	57%	24%	85%	53%	56%	76%	28%	8%	85%
At-Risk	78%	31%	85%	67%	65%	78%	41%	19%	85%
Limited English Proficient	85%	42%	85%	73%	72%	88%	58%	36%	90%
Asian	89%	58%	90%	94%	86%	90%	69%	52%	90%
American Indian	N/A	N/A	N/A	78%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	80%	78%	N/A	N/A	N/A	N/A
Two or More	88%	75%	90%	82%	89%	80%	70%	30%	90%

**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	88%	39%	90%	73%	76%	67%	39%	14%	90%
African-American	75%	0%	90%	59%	68%	50%	0%	0%	90%
Hispanic	91%	37%	90%	68%	73%	61%	37%	13%	90%
White	90%	55%	90%	84%	87%	86%	45%	18%	90%
Economically Disadvantaged	76%	29%	80%	65%	67%	52%	26%	9%	85%
Special Education	50%	0%	75%	44%	46%	44%	22%	22%	80%
At-Risk	74%	11%	80%	56%	59%	44%	14%	3%	80%
Limited English Proficient	50%	0%	75%	57%	58%	33%	8%	0%	80%
Asian	100%	50%	90%	89%	75%	29%	29%	0%	90%
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%	90%	81%	86%	100%	67%	33%	90%

## ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	96.4%	97%
African-American	95.4%	95.8%	97.6%	97%
Hispanic	95.6%	95%	96.1%	97%
White	96%	95.8%	96.4%	97%
Economically Disadvantaged	95.4%	94.4%	96%	97%
Special Education	94.5%	93.9%	95.6%	97%
Limited English Proficient	96.4%	95.8%	96.9%	97%
Asian	97.8%	96.8%	96.9%	97%
American Indian	95.3%	95.2%	96.1%	97%
Hawaiian Pacific Islander	95.5%	96.1%	88.3%	97%
Two or More	95.9%	96%	95.9%	97%

## RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	0.45%	0.5%
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## 17-18 School Improvement Plan - Objectives and Activities

### Goal 1

Need : ESL and Spec Ed students to increase STAAR scores

Goal : Provide consistent support for ESL students and additional support to special education students.

### Goal Details

Student Groups Impacted	Special Education, ELL
Funding Needed	Title III, State Compensatory
Timeline for Implementation	Support for special education students will begin in November, and tutoring for ELL students will begin in September.
November Progress Check	Extra support for special education students was started at the end of October. This has not met the expectations yet. ELL tutor started in September and this is going well.
March Progress Check	Thankfully the district just allotted additional funds to allow us to retain our ELL tutor for the remainder of the year. The extra support for special education students is still not being utilized as expected, but a change of staff next year may improve this.

June Progress Check	<p>Spec Ed:  3rd gr reading from 50 to 78% passing    math stayed at 56% passing  4th gr reading stayed at 43%                math dropped from 71 to 50% passing  5th gr reading from 44 to 88% passing    math dropped from 100 to 75%</p> <p>Writing and Science stayed about the same</p> <p>LEP:  3rd gr reading dropped from 77 to 56%    math dropped from 86 to 83%  4th gr reading from 57 to 60%                math dropped from 86 to 67%  5th gr reading stayed at 67%                math from 92 to 100%</p> <p>STAAR writing passing rate for LEP students increased from 14 to 71% this year!  STAAR science 33 to 67%!</p>
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Activity 1

Activity	Half time tutor for ESL students to give support when half-time LST is not on campus.
Person Responsible	VP
Monitoring Measures	STAAR, TELPAS
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	Provide help room for special education students who need additional help outside of the classroom.
Person Responsible	SCE instructional assistant

Monitoring Measures	Grade completion and understanding
Title 1 Fund	No
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	
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	
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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 5**

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

**Goal 2**

Need : Need for extra support for Spec Ed students and campus wide writing focus

Goal : To increase academic tutoring and encouragement to special education students.

Goal Details

Student Groups Impacted	Special Education
Funding Needed	State Compensatory
Timeline for Implementation	All year
November Progress Check	Academic tutoring has begun for ELL students. Extra support has been put in place for the special education students; however, teachers are not yet utilizing it to potential.
March Progress Check	The morning homework lab has been hugely successful and has also helped students start the day in a positive way. The part time tutor to keep continuity for our ELL students has gone very well, and we are thankful the district provided extra funds to continue the tutoring after the funding was used up.
June Progress Check	The morning homework lab was successful and will continue as we began. The part time tutor will be used elsewhere as the district has given us a full time LST.

Activity 1

Activity	Establish a help room for special education students to gain additional support in all areas of academics.
Person Responsible	SCE instructional assistant
Monitoring Measures	Work completion and grades
Title 1 Fund	No
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 2

Activity	Homework lab before school for special education students
Person Responsible	Spec ed coordinator
Monitoring Measures	Homework completion and good start to day for spec ed students
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 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 : Adjusting schedules to accommodate learning time

Goal : Provide additional time for students in music, art, and pre-k

**Goal Details**

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	Beginning of school year and lasting all year
November Progress Check	The schedule for pre-K has provided the needed supervision; however, there will need to be a better balance of duty time in the future.
March Progress Check	Really, this did not work out well except in pre-K. We will re-work the PPCD schedule and rotation schedule next year.
June Progress Check	Schedule has been changed for next year. We will see what the district gives us as far as a pre-k unit or two for the coming year.

**Activity 1**

Activity	Adjust rotation schedule to allow more times in music and art classes.
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Person Responsible	VP
Monitoring Measures	Staff feedback
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	Made new schedules to allow for supervision of pre-k students who have increased learning time.
Person Responsible	VP and IA group
Monitoring Measures	Staff and parent feedback
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 4. Implement and promote a collaborative approach to school and community safety.

### 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 4**

Need : Tutorials needed for ELL students.

Goal : Close achievement gaps for ELL students as quickly as possible and provide campus-wide focus on writer's workshop.

**Goal Details**

Student Groups Impacted	At Risk, ELL
Funding Needed	Local, Title III, State Compensatory
Timeline for Implementation	Beginning in September for ELL tutor. Writing committee developed to work on writing across grade levels.



November Progress Check	<p>The writing committee has been formed and has reviewed writing samples and given feedback to teachers twice to date.</p> <p>Grammar matters training was done during teacher work week.</p> <p>Writer's workshop training will be conducted before winter break.</p> <p>ELL part time tutor began in September to work the days our LST is not here.</p>
March Progress Check	<p>Although the district trainers did a good job of presenting grammar matters and writer's workshop, follow up classroom visits have revealed the teachers don't really get it. I have asked my reading specialist to model writer's workshop for the teachers to help them understand mentor texts and to see how the mini lesson looks.</p> <p>The writing committee also did not work. Back to the drawing board on that for next year.</p> <p>The ELL tutoring has been excellent and we have seen good progress.</p>
June Progress Check	<p>STAAR writing passing rate for LEP students increased from 14 to 71% this year.</p> <p>Steady scores (or slight increases) for LEP students other than a decrease in 4th grade math from 86 to 67%</p>

#### Activity 1

Activity	ESL tutor to keep interventions consistent when LST is at her other campus.
Person Responsible	LST and VP and tutor
Monitoring Measures	Language progress
Title 1 Fund	No
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 2

Activity	Develop writing committee to focus on writing improvement across all grade levels.
Person Responsible	principal, VP, reading specialist
Monitoring Measures	Acquisition of new skills
Title 1 Fund	No
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	Grammar matters training and writer's workshop review.
Person Responsible	Reading specialist, principal
Monitoring Measures	Class visits, writing samples
Title 1 Fund	
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	

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 5**

Need : Mentoring program needed for specific students at Steubing.

Goal : To provide additional support to students who need a role model.

**Goal Details**

Student Groups Impacted	At Risk
Funding Needed	Local
Timeline for Implementation	Beginning in October.
November Progress Check	Several community groups have begun:  Baseball boys from Brandeis working with 1st graders.  Elderly folks from a Helotes home come to support 2nd graders in reading.  A therapy dog comes to work with a couple of students on their reading.  We are still hoping to have Brandeis football boys in the spring.
March Progress Check	The football mentors never materialized, but the others have been helpful and motivational for the students.
June Progress Check	The three groups were successful and will continue next year.

**Activity 1**

Activity	Set up mentoring program for Brandeis students to work with Steubing students.
Person Responsible	Counselor, Valdez
Monitoring Measures	Student and teacher feedback

Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 1. Recruit and retain active and supportive businesses and educational institutions to build mutually beneficial relationships that promote mentoring, internship opportunities, and financial support.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 2

Activity	Elderly mentors from nursing home to read with second graders.
Person Responsible	Barbara Clary
Monitoring Measures	Observation and student feedback
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	Objective 1. Recruit and retain active and supportive businesses and educational institutions to build mutually beneficial relationships that promote mentoring, internship opportunities, and financial support.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 3

Activity	Therapy dog coming for student reading buddy.
Person Responsible	Susanne Knight

Monitoring Measures	student motivation for reading observation and feedback
Title 1 Fund	
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	

#### Activity 5

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	

Goal : Increased opportunities for increased health practices

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	Throughout year
November Progress Check	<p>The Fun Run has been scheduled as well as Jump Rope for Heart.</p> <p>Our Wellness Coordinator has recently been diagnosed with cancer, so we have backed off the push for Real Appeal as this point.</p> <p>Skippers numbers for fifth grade have increased a bit.</p>
March Progress Check	<p>Skippers and Fitness Friday have been very successful.</p> <p>Real Appeal took off after all!</p>
June Progress Check	A good year for wellness initiatives on campus!

Activity 1

Activity	Fun Run as fundraiser
Person Responsible	Principal/secretary
Monitoring Measures	Survey feedback
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 4. Implement and promote a collaborative approach to school and community safety.

Activity 2

Activity	Increase number of 5th graders involved in the Skippers jump rope club.
Person Responsible	PE coach
Monitoring Measures	Student participation
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 3

Activity	Continue Jump Rope for Heart
Person Responsible	Coach
Monitoring Measures	participation
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 1. Recruit and retain active and supportive businesses and educational institutions to build mutually beneficial relationships that promote mentoring, internship opportunities, and financial support.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Increase staff participation in Real Appeal
Person Responsible	Wellness coordinator
Monitoring Measures	Level of participation
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 1. Recruit and retain active and supportive businesses and educational institutions to build mutually beneficial relationships that promote mentoring, internship opportunities, and financial support.
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	