Jacksonville Independent School District

Nichols Intermediate School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Mission Statement

At Nichols Intermediate School, our mission is to promote strong character, respect diversity, foster community, and to provide a quality education for all students.

Vision

The vision of Nichols Intermediate is to provide a learning environment that meets the academic, social, and developmental needs of all our students and to prepare them for success in a global society.

Core Beliefs

We Believe That:

A quality education and a commitment to life-long learning are foundational in success in a global society.

Education is a shared responsibility of the student, family, school and community.

A safe environment is imperative to student learning.

High expectations will challenge everyone to work toward their potential.

Comprehensive Needs Assessment

Student Academic Achievement

Student Academic Achievement Summary

	All Students	African American	Hispanic	White	Econ Disadv.	Special Ed	Current & Monitored ELL
State Target	60%	60%	60%	60%	60%	60%	60%
Reading	73%	56%	78%	78%	70%	48%	77%
Math	79%	72%	83%	82%	77%	64%	80%
Science	65%	47%	66%	73%	62%	67%	66%

Student Academic Achievement Strengths

Math is a campus strength; with 5th grade outperforming 6th.

Reading Special ed subgroup came up 14 percentage points.

ELL students have made great gains this year. Reading came up 27% points, math 8% points and Science 15% points.

School Processes & Programs

School Processes & Programs Summary

Nichols Intermediate offers several instructional models:

- Co-teach and resource models are used to support students in special education.
- One-way and two-way Dual Language models are used to support our ELL learners in transitioning to English.
- Project based learning is the model for students in the (Applied Learning Community) ALC program.

School Processes & Programs Strengths

School Processes Strengths:

Nichols has routines and procedures for student transition throughout the building between every class to ensure student safety. These include voice level, traffic patterns, a school- wide call to attention and a school-wide discipline and reward program.

Program Strengths:

Nichols administration, bilingual strategists and district student services team work in close alignment to ensure students are placed in appropriate Bilingual and ESL programs to prevent loss of instructional pacing.

Nichols administration works closely with the ALC Coordinator as well as East Side adminsitration to continue the fidelity of the ALC program.

Perceptions

Perceptions Summary

Transition from four elementary campuses into one new large campus along with all academic programs merging together is a difficult transition. Parents and students are comfortable with the elementary campus their child has gone to for 5-6 years. Students have to learn new procedural expectations as well as meet new students they have not been to school with. This is a challengel we recognize and are addressing in a positive way to help the transition run smoother and calm feers of the unknown. We have adopted a new slogan with a logo that reads, "Nichols, Where We All Come Together." The logo includes the names of all four elementary schools and is encompassed in a tomato which represents Jacksonville as well as four feathers which represent the Indian Nation. Although a logo and slogan don't solve the problem, we are letting students know they are welcome at Nichols, we acknowledge the pride they have in their former elementary and we are all working to come together to begin their transition into secondary school. We began the year with a separate Fifth Grade Meet the Teacher night before school began to help with the transition. We have developed new parent communication strategies for 5th graders and worked on the visual perception of the hallways to feel less secondary and have more of an elementary feel. We want parents and students to feel at ease and excited about the transition into Intermediate school for years to come.

Perceptions Strengths

New Logo and Slogan to encompass each elementary and welcome students from all over Jacksonville.

Dual, Bilingual and ALC programs are continued at Nichols with efficacy.

Communication between the elementary campus administrations and the Nichols administration is strong and allows for fluid student services.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio

- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Nichols Intermediate will recruit, support and retain teachers and principals through a systemic evaluative process resulting in a decrease in teacher and principal turnover rate. (Strategic Plan IV)

Performance Objective 1: Increased retention of highly effective and high quality staff to and increase performance on state assessments for all student groups

    Evaluation Data Source(s) 1: Accomplishment of objective as measured by PEIMS 425 and district/state reporting data

    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Dec	Formative Feb	Formative Apr	Summative May
Critical Success Factors CSF 3 CSF 6 CSF 7 1) Use mentors on campus to help teachers who are working to become highly qualified through an alternative education program.	Nichols Staff Administrators	Increased retention of highly-qualified staff				
Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 2) Utilize effective practices/ training/collaboration through team and PLC meetings	Nichols Staff Instructional Strategists	Increase retention of highly-qualified staff and 100% performance on state assessments for all student groups				
Critical Success Factors CSF 7 3) Ensure that teachers are highly effective, high quality, and provided training specific to their teaching area	Nichols Staff Administrators Instructional Strategists	100% of staff members are highly effective and high quality.				
	Funding Sources: Title II, part A - 19000.00					
✔ = Accomplished → = Continue/Modify ◐ = Considerable ◖ = Some Progress ● = No Progress ✗ = Discontinue						

Goal 2: Nichols Intermediate will build a foundation of reading and mathematics through a systematic evaluative process that includes professional development, research-based instructional practices and resources resulting in an increase on state and local assessments. (Strategic Plan II, III, V)

Performance Objective 1: Performance Objective 1: By the end of the 2018-2019 school year, all student groups will increase by 5% in all subjects.

Evaluation Data Source(s) 1: Summative Evaluation: Accomplishment of objectives as measured by yearly STAAR performance data and other applicable campus rating systems.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 1) Utilize Jacksonville ISD Scope & Sequence and Big Picture for each grade level/subject area and continue to expand, support and monitor educators' use of Eduphoria components, Forethought and Aware, for designing and delivering data-driven instruction.	Department Staff Curriculum Director Instructional Strategists Principals	Disaggregated State Assessment Data Benchmark Data Walk Through Visits Weekly Planning Meetings Lesson Plans 80% performance on state assessments for all student groups				
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 2) Administer formative assessments and common assessments in core subjects to plan for and implement targeted instruction. This will include a mock assessment preparing for and predicting readiness for STAAR tested subjects.	Nichols Staff Curriculum Director Instructional Strategists Principals	Disaggregated data 80% performance on state assessments for all student groups				
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 3) Address the needs of students with special learning needs through incorporation of a co-teach/inclusive model.	Principals Instructional Strategists Special Ed staff and Teachers	Campus Benchmark Data Walk-through Data Weekly Planning Meetings Lesson Plans 80% performance on district/state Assessments for all student groups				

Critical Success Factors	Administrators Instructional Strategist Nichols Staff	80% performance on state assessments for all student groups				
CSF 1 CSF 2 CSF 4 CSF 6 CSF 7						
4) Enhance core-academic instruction through the use of research-proven curriculum resources such as, but not limited to: 1.Motivation Math/Reading/Science 3.STAAR Master Math/Reading 4.Renaissance Place 5.Math Inventory 6. LLI, Literacy Continuum and Comprehension Toolkit Also include: 1.teacher training, 2.hands-on learning opportunities; 3.and additional technology programs such as: ActivInspire, Office 365, DEstreaming, Clever SSO, etc.	Funding Sources: Title I, part A - 11800.00					
Critical Success Factors CSF 1 CSF 2 CSF 6 5) Implement all components of the districts dyslexia program by using but not limited to the Take Flight.	Dyslexia teacher	Disaggregated and Benchmark Data Walk-throughs Lesson Plans 80% performance on state Assessments for all student groups				
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 6) Utilize online intervention programs for struggling students in all academic areas and support student assessments using technology.	Principal Teachers Paraprofessional Instructional Strategists Testing Coordinators	Increase in academic performance for all student groups TEA Reports Aware Reports TTESS Evaluation Reports				
	Funding Sources: Title I, part A - 4500.00					
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6	Principal	Increase in academic performance for all student groups				
7) Utilize funds for instructional interventions and/or additional tutors/teachers/paraprofessionals to assist students identified in need of extra assistance/accelerated instruction in core-subject areas during school. This includes students representing all sub-populations, and program area groups including, but not limited to ELL, dyslexia, and special education participators.	Funding Sources: Title I, part A - 6000.00					

Critical Success Factors		
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 8) Implement and facilitate weekly PLC meetings with teachers for addressing data analysis, academic planning, student learning, common assessments and best practices in the classroom.	Instructional Strategist Principal	Increase in academic performance for all student groups				
Critical Success Factors CSF 1 CSF 2 CSF 6 9) Implement Dual Language classes at the 5th and 6th grade level to serve students in the program.	Principal Special Languages Director	Increase in academic performance for all student groups Nine-week and Mock-state assessments Walk-Throughs				
Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 10) Support ESL/district newcomer students with ESL-certified teachers in core-subject areas & by providing trained Spanish-speaking facilitators	Principal Teachers Special Languages Director	Increase in academic performance for all student groups Nine-week and Mock-state assessments Walk-Throughs/TTESS				
	Funding Sources: Local - 0.00, Title III - 1000.00					
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 11) Provide staff development opportunities for increased student achievement and success including, but not limited to: 1. School Improvement Resources Training/Region Center Offerings 2. Turn-Around Schools 3. ALC 4. PBL 4. Gomez/Gomez 5. CAST 6. PLC 7. Dual Language 8. Co-Teach 9. Lead4ward 10. No Excuses University 11. ILA 12. CAMT	Administrators Instructional Strategists	Benefits of training to be evident in classroom instruction.				
	Funding Sources: Title I, part A - 5500.00, Title III - 0.00					

Critical Success Factors CSF 1 CSF 2 12) Enhance instruction in all subjects through the use of available campus technological devices including but not limited to : 1. Classroom projectors 2. Interactive whiteboards 3. Document Cameras 4. Video cameras 5. Remote presentation devices 6. Student/classroom computers 7. Interactive Pads and student response systems	Campus/District Administrators	Increase in academic performance for all student groups				
		Program Participation documentation				
		Decrease in Disciplinary Referrals				
	Funding Sources: Title I, part A - 1200.00, RLIS - 0.00					
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 13) Utilize a campus RTI team to provide tiered interventions for meeting the needs of students experiencing emotional/behavioral and/or academic concerns	District Program & Technology PBIS Staff Intervention Teachers Principals Instructional Strategist	Increase in academic performance for all student groups				
	Funding Sources: Local - 3000.00					
Critical Success Factors CSF 1 CSF 2 14) Schedule and attend staff development which targets best practice, research-proven strategies and student relationship building.	Principal Curriculum Strategist Teachers	Increase in academic performance for all student groups				
	Funding Sources: Title I, part A - 5000.00					
Critical Success Factors CSF 1 CSF 2 15) Increased instruction in academic vocabulary/language. Provide focused strategies for meeting the needs of all populations including but not limited to ELL and special education.	Principals Instructional Strategist Instructional Staff	Increase in academic performance for students served in special education				
	Funding Sources: Title I, part A - 500.00					
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 16) Implement technology tools to enhance technology integration based on data provided through the 5th grade TEK Apps curriculum assessments.	Principals Computer Teacher Instructional Strategists	Easy Tech 5th grade assessment				
	Funding Sources: Title I, part A - 500.00					
Critical Success Factors CSF 1 CSF 2 17) Integrate Inquiry lessons into the curriculum to improve technology literacy of all students and increase technology integration opportunities for educators.	Principals Teachers	Walk throughs				

18) Implement video content storage, in order to provide teachers and students direct access to digital curriculum resources.	Principals Instructional Technologists	TTESS Evaluation Report PD reports				
19) Continue annual mandatory digital citizenship and Web-safety training, for all students. Training topics will include: appropriate online behavior, including interacting with other individuals on social networking web sites and in chat rooms and cyber-bullying awareness and response.	Instructional Technologists Teachers Principals Dir. of Instructional Technology Assoc. Supt. of Curriculum.	Workshop Schedule of training; Training sign-in logs Forethought lesson plans Aware Local Benchmark reports Easy Tech Reports				
20) Implement and train educators on the use of Eduphoria Facilities and Events to enhance shared use of technologies such as wireless laptop carts.	Dir. of Instructional Technology Director of Technology	Assets in Management System Calendars of scheduled equipment				
Critical Success Factors CSF 1 CSF 6 21) Provide access to digital instructional tools that meet interoperability standards for instruction.	Dir. of Instructional Technology Director of Technology Principals	Instructional digital tools effectively used in classrooms to support standards.				
	Funding Sources: Local - 1000.00					
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 22) Utilize Instructional Strategists to provide coaching, model strategies, provide training on best practices, facilitate PLCs, and provide tutoring for struggling students identified through RTI.	Instructional Strategist Teacher	Student growth will be monitored bi-weekly and at the end of each six week period as reflected in grades.				
	Funding Sources: Title I, part A - 170714.70					
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 23) Provide Reading and Math intervention classes for students identified through RTI as a supplement instruction to increase skills and enhance learning by using LLI and any additional programs to increase student achievement.	Principals Intervention Teachers	Increase in academic performance for all student groups.				
	Funding Sources: Title I, part A - 64959.85					
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 24) The Leadership Team made up of the Principal, Asst. Principals, Strategists and Counselors will plan annually to collaborate, review the needs assessment plan and participate in team building and leadership training.	Principal Assistant Principals Strategists Counselors	Growth in Leadership capacity that will increase academic performance in all student groups.				
	Funding Sources: Title I, part A - 0.00					

Critical Success Factors CSF 1 CSF 2 25) Provide supplemental programs for ELL's to attain English proficiency and acquire content knowledge	Principal Strategists Dual Language Teachers ESL Teachers District Bilingual Strategists					
Critical Success Factors CSF 1 CSF 2 26) Provide supplemental professional development to teachers and school leaders in the area of educational strategies to best meet the academic and language needs of ELL's.	Principal Strategists Dual Language Teachers ESL Teachers District Bilingual Strategists	Increase in academic performance for student groups.				
Critical Success Factors CSF 1 CSF 2 CSF 4 27) Provide staff development and training with researched based strategies that target African American students and English language learners and acquire more research based and hands-on tutorials to increase academic achievement in the area of math and reading.	Principal Strategists Dual Language Teachers ESL Teachers District Bilingual Strategists	Increase in academic performance of student groups.				
Critical Success Factors CSF 1 CSF 2 CSF 4 28) Implement an instructional acceleration program that includes mentoring, tutoring, small group instruction with research based materials, and use of appropriate technology with a specific focus on accelerated instruction for Hispanic students in math.	Principal Strategists Dual Language Teachers ESL Teachers District Bilingual Strategists					

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Goal 3: Nichols Intermediate will have a systematic evaluative process that ensures students are aware of post secondary opportunities resulting in each graduating senior developing a post secondary plan.

Performance Objective 1: Nichols Intermediate will promote post-secondary opportunities through establishing a college and career environment.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) Promote college awareness by adopting the NEU belief system school-wide.	Teachers Administrators	Increase student awareness of college and career opportunities.				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 2) Provide NEU Parent University that offers a variety of topics and skills specifically for the needs of our demographics.	NEU Committee Family Engagement Committee Administrators Leadership Team Teachers	Empowered Parenting				
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Goal 4: Nichols Intermediate will support and encourage campus-level parent involvement and community involvement. (Strategic Plan I)

Performance Objective 1: Involve parents in the education of their children in order to improve student performance on the state assessment.

> **Evaluation Data Source(s) 1:** Accomplishment of objective as measured by documentation of parent participation in school activities/programs and increased student achievement as measured by applicable campus data, including but not limited to STAAR, TELPAS (AEIS).

> **Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Dec	Feb	Apr	May
Critical Success Factors CSF 1 CSF 5 CSF 6	Nichols Staff	Title I compacts Improved test scores in all areas to 80%				
1) Complete Title I School & Parent Involvement Compact for each student.	Funding Sources: Title I, part A - 1000.00					
Critical Success Factors CSF 5 CSF 6	Counselor Teachers Principals Webmaster	Newsletters Website Content				
2) Develop and maintain a campus nine-week newsletter and campus-information web page/calendar, Facebook, and teacher websites through Edlio to increase communication with all stakeholders.	Funding Sources: Title I, part A - 2834.00					

Critical Success Factors			
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 3) Increase parent, community, and volunteer involvement through a variety of methods & events including, but not limited to: 1.Open House (September) 2. Parent conferences, 3.State assessment & Title I information event, 4. Grade level college visits 5. Thanksgiving Luncheon 6.Visual and Performing Arts Night (Band, Choir, Art) 7. Daily classroom agendas 8.Visitor check in/check out procedures 9.End-of-year Awards Assembly 10.Volunteerism 11.Grandparents Event 14.No Excuses Activities 15.Character Education Program 16.Fifth grade Orientation 17. Tech Fair 18. GT Fair 19. Provide access to grades and attendance for students and parents. 20. ALC Parent meetings 21. STAAR Night	Administrators Counselor Nichols Staff PEIMS/SIS Dir	Documentation of Attendance and participation	
	Funding Sources: Title I, part A - 2834.00		
Critical Success Factors CSF 1 CSF 5 CSF 6 4) Maintain a parent involvement/student activities committee	Committee Members Principal PTO Members	Committee meetings/notes	
Critical Success Factors CSF 5 CSF 6 5) Provide information in written and verbal form in both Spanish and English	Administration Teachers Interpreter	Clear communication with parents	
Critical Success Factors CSF 5 CSF 6 6) Provide opportunities for parents and students to gain a working knowledge of online resources such as Destiny, Skyward, School Messenger, LunchMoney Now, textbooks, and teacher websites.	Principals Media Specialist	Percentage of parent and student accounts being utilized Events at campus	
Critical Success Factors CSF 5 CSF 6 7) Continue Project Based Learning through the ALC program. (Applied Learning Community)	Administrators ALC Coordinator ALC Teachers	Program evaluation through parent surveys, teacher documentation	
	Funding Sources: Local - 0.00		

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Goal 5: Nichols Intermediate School will provide a safe, orderly, drug-free environment as reflected in a decreased number of discipline referrals for drug use, violence, and/or persistent misbehaviors during the academic calendar year. (Strategic Plan V)

Performance Objective 1: Incidents of violence, drug use, and continuous and persistent misbehavior will decrease by 10%.

Evaluation Data Source(s) 1: Accomplishment of objective as measured by PEIMS 425 report and campus records

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Dec	**Feb**	**Apr**	**May**
Critical Success Factors CSF 1 CSF 6 1) Integrate scheduled/regular character education lessons into the curriculum in grades 5 and 6 utilizing, but not limited to Character Counts and The Character Network Hero and Anti-bullying programs, along with CATCH health program	Nichols Staff School Counselor	Improved campus attendance rate and standardized test scores				
		Funding Sources: Title I, part A - 1200.00				
Critical Success Factors CSF 1 CSF 6 2) Continue OCI (On Campus Intervention) for the core subjects.	Nichols Staff OCI Teacher Principals	Decrease office referrals by 5%				
Critical Success Factors CSF 1 CSF 6 3) Implement a Positive School-wide Discipline system and provide staff development for Nichols Staff.	Positive Discipline Team Nichols Staff Principals Leadership TEam	Decrease in office referrals as well as Positive Relationships with parents and students				
		Funding Sources: Title I, part A - 3000.00				
Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 4) Train teachers and students on the use of our campus crisis management plan.	Crisis Team Staff Administrators	Documentation of Training Participation				
Critical Success Factors CSF 6 5) Integrate a human sexuality unit into the science curriculum	Science Teachers	Lesson Plans/Eduphoria				

Critical Success Factors CSF 6 6) Participate in Red Ribbon Week Activities to encourage students to be drug free	School Counselor Funding Sources: Local - 0.00	Documentation of Participation/student work samples				
Critical Success Factors CSF 6 7) Maintain a trained Campus Crisis Prevention team	Principals District Positive Behavior Support Specialist	Training Certificates for participating staff members				
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 8) Utilize Licensed Specialists in School Psychology (LSSP's) to address, support, serve, or consult in regards to students at risk due to behavioral concerns.	Special Education Director Behavior Support Team Campus Administrators Teachers	Documentation of LSSP participation in ARD's, RTI, 504 Meetings, Campus Consultation				

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Goal 6: Nichols Intermediate will achieve/maintain a 98% or better ADA rating for the academic-calendar year and beyond

Performance Objective 1: Achieve and maintain a 98% or better ADA for the 2018-2019 school year.

Evaluation Data Source(s) 1: Accomplishment of objective as measured by attendance records and annual performance data. (PEIMS)

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	May
Critical Success Factors CSF 1 CSF 5 1) Create and maintain a culture that is inviting, engaging and safe for all students to learn by implementing PBIS and Capturing Kids Hearts	Nichols Staff Principals	Improved campus attendance rate and standardized test scores.				
		Funding Sources: Title I, part A - 1200.00				
Critical Success Factors CSF 5 2) Utilize JISD police officers to investigate absenteeism.	Principal Registrar PEIMS Coordinator JISD officers	Improved campus attendance rate and standardized test scores.				
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 3) Use the A2A system for the purpose of monitoring and resolving concerns related to attendance.	Administrators Attendance Clerk School Resource Officer Teachers	Improved campus attendance rate and standardized test scores				
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Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	1	Utilize Jacksonville ISD Scope & Sequence and Big Picture for each grade level/subject area and continue to expand, support and monitor educators' use of Eduphoria components, Forethought and Aware, for designing and delivering data-driven instruction.
2	1	2	Administer formative assessments and common assessments in core subjects to plan for and implement targeted instruction. This will include a mock assessment preparing for and predicting readiness for STAAR tested subjects.
2	1	3	Address the needs of students with special learning needs through incorporation of a co-teach/inclusive model.
2	1	4	Enhance core-academic instruction through the use of research-proven curriculum resources such as, but not limited to: 1.Motivation Math/Reading/Science 3.STAAR Master Math/Reading 4.Renaissance Place 5.Math Inventory 6. LLI, Literacy Continuum and Comprehension Toolkit Also include: 1.teacher training, 2.hands-on learning opportunities; 3.and additional technology programs such as: ActivInspire, Office 365, DEstreaming, Clever SSO, etc.
2	1	5	Implement all components of the districts dyslexia program by using but not limited to the Take Flight.
2	1	6	Utilize online intervention programs for struggling students in all academic areas and support student assessments using technology.
2	1	7	Utilize funds for instructional interventions and/or additional tutors/teachers/paraprofessionals to assist students identified in need of extra assistance/accelerated instruction in core-subject areas during school. This includes students representing all sub-populations, and program area groups including, but not limited to ELL, dyslexia, and special education participators.
2	1	8	Implement and facilitate weekly PLC meetings with teachers for addressing data analysis, academic planning, student learning, common assessments and best practices in the classroom.
2	1	10	Support ESL/district newcomer students with ESL-certified teachers in core-subject areas & by providing trained Spanish-speaking facilitators
2	1	11	Provide staff development opportunities for increased student achievement and success including, but not limited to: 1. School Improvement Resources Training/Region Center Offerings 2. Turn-Around Schools 3. ALC 4. PBL 4. Gomez/Gomez 5. CAST 6. PLC 7. Dual Language 8. Co-Teach 9. Lead4ward 10. No Excuses University 11. ILA 12. CAMT
2	1	12	Enhance instruction in all subjects through the use of available campus technological devices including but not limited to : 1. Classroom projectors 2. Interactive whiteboards 3. Document Cameras 4. Video cameras 5. Remote presentation devices 6. Student/classroom computers 7. Interactive Pads and student response systems
2	1	13	Utilize a campus RTI team to provide tiered interventions for meeting the needs of students experiencing emotional/behavioral and/or academic concerns
2	1	14	Schedule and attend staff development which targets best practice, research-proven strategies and student relationship building.

Goal	Objective	Strategy	Description
2	1	15	Increased instruction in academic vocabulary/language. Provide focused strategies for meeting the needs of all populations including but not limited to ELL and special education.
2	1	17	Integrate Inquiry lessons into the curriculum to improve technology literacy of all students and increase technology integration opportunities for educators.
2	1	21	Provide access to digital instructional tools that meet interoperability standards for instruction.
2	1	22	Utilize Instructional Strategists to provide coaching, model strategies, provide training on best practices, facilitate PLCs, and provide tutoring for struggling students identified through RTI.
2	1	23	Provide Reading and Math intervention classes for students identified through RTI as a supplement instruction to increase skills and enhance learning by using LLI and any additional programs to increase student achievement.
2	1	24	The Leadership Team made up of the Principal, Asst. Principals, Strategists and Counselors will plan annually to collaborate, review the needs assessment plan and participate in team building and leadership training.
5	1	1	Integrate scheduled/regular character education lessons into the curriculum in grades 5 and 6 utilizing, but not limited to Character Counts and The Character Network Hero and Anti-bullying programs, along with CATCH health program
6	1	1	Create and maintain a culture that is inviting, engaging and safe for all students to learn by implementing PBIS and Capturing Kids Hearts

2018-2019 Campus Site-Based Commitee

Committee Role	Name	Position
Administrator	Holly Searcy	Principal
Administrator	Michelle Miller	Assistant Principal
Administrator	Elgin Johnson	Assistant Principal
Non-classroom Professional	Jacki Bolton	Strategist
Non-classroom Professional	Shannon Johnson	Strategist
Non-classroom Professional	Brittany Middendorf	Strategist
Non-classroom Professional	Trista Silvey	Counselor
Non-classroom Professional	DeAnna Griffith	Counselor
Classroom Teacher	Jennifer Sickles	teacher
Classroom Teacher	Tena Comte	teacher
Classroom Teacher	Ryan Foster	teacher
Classroom Teacher	Michael Wakefield	teacher
Classroom Teacher	Amy Murphy	teacher
Classroom Teacher	Anne Bingham	teacher
Classroom Teacher	Melissa Leavins	teacher
Classroom Teacher	Miguel Pinuelas	teacher
Classroom Teacher	Maricela Zavala	teacher
Parent	Stephanie McNeil	parent
Community Representative	John Lester	community representative
Business Representative	Jeremy Harmel	Business Representative
Classroom Teacher	Jackie Warren	teacher

District Funding Summary

Local

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	10			$0.00
2	1	13			$3,000.00
2	1	21			$1,000.00
4	1	7			$0.00
5	1	6			$0.00
				Sub-Total	$4,000.00

Title I, part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			$11,800.00
2	1	6			$4,500.00
2	1	7			$6,000.00
2	1	11			$5,500.00
2	1	12			$1,200.00
2	1	14			$5,000.00
2	1	15			$500.00
2	1	16			$500.00
2	1	22			$170,714.70
2	1	23			$64,959.85
2	1	24			$0.00
4	1	1			$1,000.00
4	1	2			$2,834.00
4	1	3			$2,834.00
5	1	1			$1,200.00
5	1	3			$3,000.00

6	1	1			$1,200.00
				Sub-Total	$282,742.55

Title II, part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			$19,000.00
				Sub-Total	$19,000.00

Title III

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	10			$1,000.00
2	1	11			$0.00
				Sub-Total	$1,000.00

RLIS

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	12			$0.00
				Sub-Total	$0.00
				Grand Total	$306,742.55