



NORTHSIDE
SCHOOL



INDEPENDENT
DISTRICT



SCHOOL IMPROVEMENT PLAN

ALTERNATIVE HIGH SCHOOL

2017-2018

OUR MISSION

The mission of the Northside Alternative High School is to provide a safe, structured learning environment where academic instruction is an integral component in developing skilled students who are able to successfully compete in our modern society.

ALTERNATIVE HS

Needs Assessment 2017-2018

Process

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

After multiple Central Office meetings evaluating the enhanced expectations regarding the school improvement plan, many staff meetings and committee meetings were held to disseminate the information to all stakeholders. The NAHS school improvement committee met monthly while seeking input from all campus stakeholders.

At the beginning of the spring semester the NAHS school improvement committee beginning to meet twice a month to ensure all stakeholders were given the opportunity to be heard about school improvement.

Then in March mini-meetings were held in the groups that were formed that included department coordinators, vision committees, and PLC groups campus wide. In these mini-meetings, department coordinators, technology teachers, and the counselor developed priority needs. Information was sent out to each other for review. At the end of the month of April, the team returned together as a cohesive unit to digest each other's findings and decisions were made to extract redundancy and choose the best fitting goals for our school.

In February, we addressed all our dept. coordinators regarding the SIP process, the Continuous Improvement, needs vs. goals, and we went over a sample SIP with them. Aside from creating awareness of the process, we discussed the state of NAHS, academic concerns, and perceived needs at NAHS.

In March, dept. coordinators and staff development committee met to discuss the SIP process and staff development at NAHS. The committee consists of teachers and the VP.

In April, met with coordinators and follow-up and created Google drive to share and continue SIP.

In May, a campus survey was sent out to all teachers to gain pertinent information regarding campus climate, school vision, communication efforts, and staff development needs. The results of the survey will be communicated at the start of 2017-2018 school year and the survey results will be revisited periodically. In late May, the final decisions were made to ensure all goals, improvements would be aligned and added to the SIP FOR 2017-2018.

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 type="checkbox"/> STAAR/EOC/TAKS	
<input type="checkbox"/> Regression graphs	
<input type="checkbox"/> Student demographics	
<input type="checkbox"/> Special populations enrollment, performance, and LRE	
<input type="checkbox"/> TELPAS	
<input type="checkbox"/> Promotion/retention (Elementary)	
<input checked="" 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	Students come in with failing grades that are extremely low and from their home campuses. Teachers struggle with reteach/relearning and grade changes. Students fail to complete attendance recovery opportunities. Lack of parental support is high with NAHS students.

CSF 2: Use of Quality Data to Drive Instruction	
Use of Quality Data to Drive Instruction emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used. It is not only the use of data to drive instructional decision making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.	
<input checked="" type="checkbox"/> Student attendance	
<input type="checkbox"/> Discipline	

<input type="checkbox"/> Grades	
<input type="checkbox"/> CDBs	
<input type="checkbox"/> Common Assessments	
<input type="checkbox"/> Other	
Findings	Students have truancy issues.

CSF 3: Leadership Effectiveness	
Leadership Effectiveness targets the need for leadership on the campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Providing job-embedded professional development to build capacity of campus leaders is a vital part of this CSF.	
<input 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 checked="" type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Master schedule	
<input type="checkbox"/> Teacher and parent surveys	
<input type="checkbox"/> Other	
Findings	Teaching multiple subjects in the same period is difficult. Communication to home campus teachers-system needs to be in place.

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 type="checkbox"/> Response to Intervention	
<input type="checkbox"/> Interventions implementation and effectiveness	
<input type="checkbox"/> Student identification for increased learning time	

<input checked="" type="checkbox"/> Tutorials	
<input type="checkbox"/> Other	
Findings	Attendance recovery, credit retrieval, and tutoring are held in the same area which is not conducive to learning . Some teachers tent to not fully support students who need help. A/R students seen only reading, not really engaged.

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 type="checkbox"/> Communication	
<input type="checkbox"/> Family and community activities	
<input checked="" type="checkbox"/> Family and community input	
<input type="checkbox"/> Family and community services	
<input type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	
Findings	Since Alternative school has a negative connotation, support from the community is few and far between.

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.	
<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 type="checkbox"/> Extra-curricular activities and clubs	
<input type="checkbox"/> Other	
Findings	Student attendance continues to be an area of improvement at NAHS- improvement has been shown over the three years.

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 at NAHS being hired at other campuses. The critical needs stipend would help keep quality teacher at NAHS. Student enrollment is increasing every year.
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Priority Needs

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

Priority Need 1

To ensure all students are passing all classes when returning to home campus.

CSF 1 Academic Performance
CSF 2 Use of Quality Data to Drive Instruction
CSF 7 Teacher Quality

Priority Need 2

Campus staff needs to enhance learning structures for tutoring.

CSF 1 Academic Performance
CSF 2 Use of Quality Data to Drive Instruction
CSF 7 Teacher Quality

Priority Need 3

Hire, retain, cultivate, and promote high quality personnel.

CSF 3 Leadership Effectiveness
CSF 5 Family and Community Engagement

Priority Need 4

Teach social skills to the school community to improve better decision making outcomes.

Campus: ALTERNATIVE HS

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 06/01/2017

SAT Member	Name	Signature
Principal	Darrell Rice	
Parent Community Representative	Sharron Larison	
Staff Representative	Venuz Gonzalez	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION

CAMPUS: ALTERNATIVE HS

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).

CAMPUS: ALTERNATIVE HS

ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES

ELAR 1 EOC

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			N/A						N/A
African-American			N/A						N/A
Hispanic			N/A						N/A
White			N/A						N/A
Economically Disadvantaged			N/A						N/A
Special Education			N/A						N/A
At-Risk			N/A						N/A
Limited English Proficient			N/A						N/A
Asian			N/A						N/A
American Indian			N/A						N/A
Hawaiian Pacific Islander			N/A						N/A
Two or More			N/A						N/A

ELAR 2 EOC

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									N/A
African-American									N/A
Hispanic									N/A
White									N/A
Economically Disadvantaged									N/A

Special Education									N/A
At-Risk									N/A
Limited English Proficient									N/A
Asian									N/A
American Indian									N/A
Hawaiian Pacific Islander									N/A
Two or More									N/A

ALGEBRA I EOC

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				82%	88%				N/A
African-American				73%	85%				N/A
Hispanic				80%	87%				N/A
White				90%	93%				N/A
Economically Disadvantaged				77%	84%				N/A
Special Education				47%	64%				N/A
At-Risk				71%	83%				N/A
Limited English Proficient				63%	71%				N/A
Asian				96%	90%				N/A
American Indian				79%	100%				N/A
Hawaiian Pacific Islander				83%	85%				N/A
Two or More				87%	94%				N/A

BIOLOGY EOC

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				86%	92%				N/A
African-American				79%	90%				N/A
Hispanic				82%	90%				N/A
White				93%	96%				N/A
Economically Disadvantaged				80%	87%				N/A
Special Education				54%	68%				N/A
At-Risk				75%	85%				N/A
Limited English Proficient				59%	67%				N/A
Asian				95%	92%				N/A
American Indian				86%	100%				N/A
Hawaiian Pacific Islander				85%	96%				N/A
Two or More				93%	99%				N/A

US HISTORY EOC

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				92%	96%				N/A
African-American				87%	93%				N/A
Hispanic				90%	96%				N/A
White				96%	97%				N/A
Economically Disadvantaged				88%	93%				N/A
Special Education				64%	78%				N/A
At-Risk				84%	91%				N/A
Limited English Proficient				69%	76%				N/A
Asian				96%	96%				N/A
American Indian				92%	100%				N/A
Hawaiian Pacific Islander				91%	81%				N/A
Two or More				95%	98%				N/A

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	80.6%	N/A
African-American	95.4%	95.8%	78.2%	N/A
Hispanic	95.6%	95%	81.2%	N/A
White	96%	95.8%	78.9%	N/A
Economically Disadvantaged	95.4%	94.4%	79.2%	N/A
Special Education	94.5%	93.9%	77.7%	N/A
Limited English Proficient	96.4%	95.8%	89.2%	N/A
Asian	97.8%	96.8%	82.1%	N/A
American Indian	95.3%	95.2%	71.2%	N/A
Hawaiian Pacific Islander	95.5%	96.1%	87.1%	N/A
Two or More	95.9%	96%	74.7%	N/A

COMPLETION RATE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	93.3%	97%	N/A	N/A
African-American	90.5%	96.6%	N/A	N/A
Hispanic	92.1%	96.7%	N/A	N/A
White	96%	98%	N/A	N/A
Economically Disadvantaged	91.1%	94.5%	N/A	N/A
Special Education	89.5%	94.1%	N/A	N/A
Limited English Proficient	81.3%	84.4%	N/A	N/A
Asian	97.9%	98.2%	N/A	N/A
American Indian	91.8%	100%	N/A	N/A
Hawaiian Pacific Islander	93.7%	100%	N/A	N/A
Two or More	94.6%	99.5%	N/A	N/A

ADVANCED MEASURES

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% Advanced Course/Dual Enrollment Completion	38%	N/A	N/A
Number of AP Test Takers	6996	N/A	N/A
Number of AP Tests Taken	14110	N/A	N/A
% Scoring 3 or Higher AP Exams	43%	N/A	N/A
% College-Ready Graduates-ELA	45%	N/A	N/A
% College-Ready Graduates-Math	37%	N/A	N/A
SAT Total Score Mean	990	N/A	N/A
SAT Reading/Writing Section Mean	500	N/A	N/A
SAT Math Section Mean	490	N/A	N/A

GRADUATION RATE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	89.1%	95.4%	N/A	N/A
African-American	85.4%	94.8%	N/A	N/A
Hispanic	86.9%	94.9%	N/A	N/A
White	93.4%	96.7%	N/A	N/A
Economically Disadvantaged	86%	92.3%	N/A	N/A
Special Education	77.9%	92%	N/A	N/A
Limited English Proficient	71.3%	77.6%	N/A	N/A
Asian	95.7%	95.4%	N/A	N/A
American Indian	87.4%	100%	N/A	N/A
Hawaiian Pacific Islander	88%	100%	N/A	N/A
Two or More	90.8%	99.5%	N/A	N/A

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : To ensure all students are passing all classes when returning to home campus.

Goal : To increase the passing rate of students when they w/d and return to their home campuses

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	on going
November Progress Check	Teachers conference with students one-on-one. Teachers discuss grades and attendance with students during PBIS. An open-line of communication with case managers, teachers, students and parents regarding make0up and missing work. Teachers are allowing students extended time, test corrections, and assign tutoring.
March Progress Check	Teachers conference with students one-on-one. Teachers discuss grades and attendance with students during PBIS and advisory. Teachers and students use class dojo for positive reinforcement. An open-line of communication with case managers, teachers, students and parents regarding make-up and missing work. Teachers are allowing students extended time, test, corrections, and assign tutoring.
June Progress Check	Review data of failure, phone logs, and set goals for admin. team for the 2018-2019 school year. Plans have been made to meet with department coordinators and the Vice-Principal.

Activity 1

Activity	Monitor grades/PD/student participation in before school tutorials
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Person Responsible	Rice/Gonzalez
Monitoring Measures	grades/attendance sheets/wd forms
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 3. Implement systems to promote the development of student leadership, critical thinking, and self-management skills.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Increase rigor in the classroom, especially when faced with diverse, at-risk learners, in order to help these students reach higher expectations.
Person Responsible	Teachers
Monitoring Measures	assessments
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	Objective 3. Establish and expand initiatives that promote effective community relations and meaningful two-way communication with all stakeholders.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Develop cross cultural activities, added emphasis on technology, and implementing the NISD vision for learning
Person Responsible	professional staff
Monitoring Measures	Student outcomes: grades, state, assessment scores, benchmarks, etc.
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 4

Activity	Cross content work and projects
Person Responsible	all admin
Monitoring Measures	Student scores on assessments, grades, and benchmarks
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	

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 : Campus staff needs to enhance learning structures for tutoring.

Goal : To increase student attendance in tutorials before school

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	on going

November Progress Check	Tutoring is available before school in room three and in addition with individual teachers. Teacher and graduation coach go into the gym and cafeteria to identify students who need tutoring and recommend students to attend tutoring. PBIS is working on incentives to motivate students to attend tutoring.
March Progress Check	Tutoring is available before school in room three and in addition with individual teachers. Teachers and graduation coach go into the gym and cafeteria to identify students who need tutoring and recommend students to attend tutoring. PBIS is working on incentives to motivate students to attend tutoring. Students and teachers are using class dojo for attendance, good behavior, and other various positive activities. Teachers call home and inform parents that his/her child has been invited to attend tutoring.
June Progress Check	Keep monitoring student progress and attendance of tutorials. Dept. coordinators and Graduation Coach will set goals to help motivate students to attend morning tutorials for 2018-2019 school year.

Activity 1

Activity	Monitor student participation in before school tutorials.
Person Responsible	Rice/Gonzalez
Monitoring Measures	attendance % of students
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 2

Activity	Work with the curriculum specialists, department coordinators, and administrators to create lessons that are critically conscious and rigorous.
Person Responsible	Rice/Gonzalez
Monitoring Measures	assessments and grades

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 3

Activity	Establish a committee to focus on improvements in all content areas.
Person Responsible	admin.
Monitoring Measures	update at meetings
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 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 : Hire, retain, cultivate, and promote high quality personnel.

Goal : Implement a system that provides opportunity for all staff to participate in interview committees when positions become available.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	on going
November Progress Check	We have reviewed our interview questions and review our questions before every interview.
March Progress Check	We have reviewed our interview questions and review our questions before every interview. We include and receive input from campus dept. coordinators.
June Progress Check	NAHS works with with HR and other outside resources to ensure all new hires are the high quality to work with our high at-risk population.

Activity 1

Activity	Teachers will make 3 positive phone calls to parents each week and the website of the school will be updated weekly.
Person Responsible	Rice/Gonzalez/teachers
Monitoring Measures	Telephone logs of teachers, web site hits, and parent communication with all staff
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	
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Activity 2

Activity	To promote a better relationship with community business and homeowners in the NAHS area of Hunt Lane. Communicate with HOA and local business by giving contact information of school admin. and the url to the school's website.
Person Responsible	Rice
Monitoring Measures	hits on school website and mid year follow ups with HOA and community businesses
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 3. Establish and expand initiatives that promote effective community relations and meaningful two-way communication with all stakeholders.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Implement a system that provides opportunity for all staff to participate in interview committees when positions become available.
Person Responsible	Rice/Gonzalez
Monitoring Measures	Review hiring committee data
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	

Hire, Develop, and Retain Quality Staff	Objective 1. Implement and evaluate a sound employment process for recruiting, screening, and hiring effective personnel.
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Involve school leaders to provide professional development to all staff that promotes a technology driven, classroom management, and other vital areas for teacher growth NAHS
Person Responsible	Rice/Gonzalez
Monitoring Measures	Staff Development for staff and increased attendance in the spring.
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

Activity 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 : Teach social skills to the school community to improve better decision making outcomes.

Goal : Implement PBIS (Positive Behavioral Strategies and Intervention) in order to create a school-wide discipline program that is consistent and equitable. This is the 3rd year of the PBIS program.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	on going
November Progress Check	PBIS created a class dojo system to provide incentives and consequences. Teachers are implementing the system. Parents, students and teachers have access to class dojo. A class dojo "How TO" booklet was created to provide support and a resource for teachers. We also provided staff development for class dojo, additional before and after school training, support and one-on-one training.
March Progress Check	PBIS created a class dojo system to provide incentives and consequences. Teachers are implementing the system. PBIS team revisits and revises class dojo to meet the need of the campus. Parents , students, teachers and admin. have access to class dojo. A class dojo "How To" booklet was created to provide support and a resource for teachers. We also provided staff development for class dojo, additional before and after school training/support, and one-on-one training. We also reinforce class dojo training during development, and require students to attend a training during their 1st day of NAHS.
June Progress Check	PBIS was implemented and the outcomes have impacted students' performances. The focus was incentives such as ClassDoJo and we saw a decrease in student discipline issues in the classrooms.

Activity 1

Activity	Implement PBIS (Positive Behavioral Strategies and Interventions) in order to create a school-wide discipline program that is consistent and equitable. This is the 3rd year of the PBIS program.
Person Responsible	PBIS team and admin.
Monitoring Measures	student office referrals
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	PBIS implementation
Person Responsible	Rice-PBIS team
Monitoring Measures	on going - student discipline reports
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	Implement, provide and maintain instructional facilities that support a safe, healthy, and comfortable learning environment in a growing community
Person Responsible	Rice
Monitoring Measures	yearly inspections with CO
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 3. Implement, provide, and maintain instructional facilities that support a safe, healthy, and comfortable learning environment in a growing community.

Activity 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	
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