



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

ALTERNATIVE MS SOUTH 2017-2018

ALTERNATIVE MS

Needs Assessment 2017-2018

Process

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

Spring:
Administrative team and staff met to review campus data and district priorities. We concluded that we will 1) continue with the VIP program to address the increase in placements for aggression, 2) continue our PLC efforts to meet campus and district goals 3) continue our "assessment for learning" efforts to find a measure whereby students can measure their own success with regard to campus criteria of grades, attendance, and behavior, 4) continue working on positive and enriched school culture with the combining of both NAMS campuses, and 5) continue developing our electronic disciplinary system to include new staff and students.

May:
Confirmed with staff that goals around these needs are still valid and achievable.

Data and Campus Practices Review

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

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

CSF 1: Academic Performance	
Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.	
<input checked="" type="checkbox"/> STAAR/EOC/TAKS	
<input type="checkbox"/> Regression graphs	
<input checked="" 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 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	Teachers will develop their own Master List for STAAR scores as part of their PLC work. This will inform them as they make teaching and learning decisions.

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

<input type="checkbox"/> CDBs	
<input type="checkbox"/> Common Assessments	
<input type="checkbox"/> Other	
Findings	We will continue to pursue and method by which students can measure their success at NAMS, using these criteria.

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 checked="" type="checkbox"/> Decision making structures on the campus	
<input type="checkbox"/> Teacher input	
<input checked="" type="checkbox"/> Campus goals	
<input checked="" 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	The administrative team will be working in the same location for the first time ever, so some efforts will be made to coordinate and cooperate in a different manner.

CSF 4: Increased Learning Time	
Increased Learning Time necessitates flexible scheduling that allows time for additional instructional minutes, enrichment activities and staff collaborative planning time. Increased Learning Time necessitates strategies that maximize the number of sustained, engaging instructional minutes that must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, using time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers that continuously strengthen instructional practices. This CSF confirms, as a requisite, an instructionally focused calendar.	
<input checked="" type="checkbox"/> Response to Intervention	
<input checked="" type="checkbox"/> Interventions implementation and effectiveness	
<input type="checkbox"/> Student identification for increased learning time	
<input type="checkbox"/> Tutorials	

<input type="checkbox"/> Other	
Findings	Students are still struggling with math and ELA concepts on STAAR testing. We are initiating efforts to give additional support for students while they are with us at NAMS.

CSF 5: Family/Community Engagement	
Family and Community Engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services.	
<input checked="" type="checkbox"/> Communication	
<input 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	Communication with parents will be improved through more electronic means: REMIND, email, and weekly student reports that will reflect the student measure of success.

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 checked="" type="checkbox"/> Teacher surveys	
<input type="checkbox"/> Parent surveys	
<input checked="" type="checkbox"/> Student surveys or panels	
<input checked="" type="checkbox"/> Discipline	
<input type="checkbox"/> Student attendance	
<input type="checkbox"/> Extra-curricular activities and clubs	
<input type="checkbox"/> Other	
Findings	Efforts have been made to assess student perceptions through qualitative means using essays. We will use these to inform decisions we make about our campus environment. Teacher feedback will also be used.

CSF 7: Teacher Quality	
Teacher Quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development. Evidence shows that low income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers.	
<input 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 checked="" 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 type="checkbox"/> Professional development experiences and requests
<input type="checkbox"/> Other
Findings
Cooperative teaching will be part of our efforts to support students and teachers this year. Allowing more teacher support for each other should give flexibility to teaching time with students who need more help.

Priority Needs

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

Priority Need 1

We need to continue the use of the VIP instruction to inform student behaviors about aggression.

CSF 2 Use of Quality Data to Drive Instruction

Priority Need 2

We need to continue the development of a student-driven measurement tool for student success.

CSF 1 Academic Performance

Priority Need 3

Administrative team cohesiveness is needed as a model for teachers who are also working together differently this year.

CSF 3 Leadership Effectiveness

Priority Need 4

Teacher planning and team teaching is needed to add support for students while at NAMS.

CSF 1 Academic Performance

Priority Need 5

Varied parent communication is needed for our more diverse population.

CAMPUS: ALTERNATIVE MS

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 MS

ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES

READING (Grades 6-8)

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

WRITING (7)

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									
African-American									
Hispanic									
White									
Economically Disadvantaged									

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

MATHEMATICS (Grades 6-8)

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

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									
--------------	--	--	--	--	--	--	--	--	--

SCIENCE (Grade 8)

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

SOCIAL STUDIES (Grade 8)

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									
African-American									
Hispanic									
White									
Economically Disadvantaged									
Special Education									

At-Risk									
Limited English Proficient									
Asian									
American Indian									
Hawaiian Pacific Islander									
Two or More									

ATTENDANCE

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

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% of Students Retained	0.05%		

DROP OUT RATE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	0.4%	0.1%		

African-American	0.6%	0%		
Hispanic	0.4%	0.1%		
White	0.2%	0.1%		
Economically Disadvantaged	0.4%	0.2%		
Special Education	0.4%	0.4%		
Limited English Proficient	0.6%	0.1%		
Asian	0.2%	0%		
American Indian	0.5%	0%		
Hawaiian Pacific Islander	0.4%	0%		
Two or More	0.3%	0.4%		

PSAT

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
PSAT Total Score Mean	790		
PSAT Reading/Writing Section Mean	396		
PSAT Math Section Mean	395		

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : We need to continue the use of the VIP instruction to inform student behaviors about aggression.

Goal : The VIP intervention program for students assigned for aggression will be continued at NAMS for the 2017-2018 school year.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk
Funding Needed	Local
Timeline for Implementation	Continuation will continue after the first 3 weeks of school within the context of our CHOICES class.
November Progress Check	
March Progress Check	
June Progress Check	

Activity 1

Activity	The CHOICES teacher will designate a schedule for which to deliver the VIP instruction.
Person Responsible	CHOICE teacher and administrators.
Monitoring Measures	A schedule will indicate the planned time table for the VIP instruction.

Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 4. Expand comprehensive programs and partnership opportunities that foster classroom innovation that encourages educators to continually enhance student learning.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	The teacher will use guests to assist with the VIP instruction as necessary to interact with students regarding instruction about aggressive behaviors.
Person Responsible	CHOICES teacher and administrators
Monitoring Measures	Scheduled guests and topics
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 4. Expand comprehensive programs and partnership opportunities that foster classroom innovation that encourages educators to continually enhance student learning.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Teacher will use qualitative data to inform stakeholders about student perceptions of the information they receive in the VIP instruction.
Person Responsible	CHOICES teacher and students

Monitoring Measures	Qualitative measure: student written assessments
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 4. Expand comprehensive programs and partnership opportunities that foster classroom innovation that encourages educators to continually enhance student learning.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Upon completion of the VIP program, students will receive affirmation of their participation by way of a certificate.
Person Responsible	CHOICES teacher
Monitoring Measures	Number of completion for designated periods (Month, Semester, Year)
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 4. Expand comprehensive programs and partnership opportunities that foster classroom innovation that encourages educators to continually enhance student learning.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	Collected data (student perceptions, number of completions, and number of repeated offenders for same offenses) will be compiled for review by leadership team.
----------	---

Person Responsible	CHOICES teacher and administrators
Monitoring Measures	Qualitative essays of student perceptions Quantitative completion data Quantitative recidivism data
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 4. Expand comprehensive programs and partnership opportunities that foster classroom innovation that encourages educators to continually enhance student learning.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 2

Need : We need to continue the development of a student-driven measurement tool for student success.

Goal : Development of the Assessment for Learning tool will continue so that students can assess their progress with regard to grades, attendance, and behaviors.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk
Funding Needed	Local
Timeline for Implementation	By November, progress will have been made so that all students can be involved in self-assessment efforts. By March, all students will be using the self-assessment tool on a scheduled basis, drawing conclusions about their progress.
November Progress Check	
March Progress Check	

June Progress Check	
---------------------	--

Activity 1

Activity	The Assessment for Learning team will continue developmental progress with the technology to give students data to use for their self-assessment
Person Responsible	Assessment for Learning Team
Monitoring Measures	Scheduled work sessions to complete the model.
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 4. Expand comprehensive programs and partnership opportunities that foster classroom innovation that encourages educators to continually enhance student learning.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Students will quantify data to culminate in a measure to assess their progress at NAMS.
Person Responsible	Math teachers
Monitoring Measures	Student math skills will be used to quantify data that includes their grades, attendance, and behaviors.
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 4. Expand comprehensive programs and partnership opportunities that foster classroom innovation that encourages educators to continually enhance student learning.
Educate Diverse Learners	

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

Activity 3

Activity	After quantifying data, students will analyze their progress/success through written opportunities in the ELA or CHOICES classrooms.
Person Responsible	Math, CHOICES, ELA teachers, students
Monitoring Measures	Written analyses by students
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 4. Expand comprehensive programs and partnership opportunities that foster classroom innovation that encourages educators to continually enhance student learning.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	After student data gathering and analyses, students will report to parents about their progress with this information.
Person Responsible	Math Teacher and students
Monitoring Measures	Quantified and Qualified informational reports that students take home.
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 4. Expand comprehensive programs and partnership opportunities that foster classroom innovation that encourages educators to continually enhance student learning.

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

Activity 5

Activity	A general report of student progress will be produced and then discussed as a campus group about its overall value to students and parents.
Person Responsible	Math teachers
Monitoring Measures	Report that gives quantified and qualified data regarding student use of the assessment tool. (What we do with the information will be determined based on findings from the report.)
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 4. Expand comprehensive programs and partnership opportunities that foster classroom innovation that encourages educators to continually enhance student learning.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 3

Need : Administrative team cohesiveness is needed as a model for teachers who are also working together differently this year.

Goal : The administrative team and teacher teams will work cooperatively to enhance pedagogy and improve student learning experiences for all students.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk
Funding Needed	Local
Timeline for Implementation	By the November check point, core teachers will have developed schedules and strategies for interventions and added support for students in classrooms.
November Progress Check	
March Progress Check	
June Progress Check	

Activity 1

Activity	Teachers will include in their lesson plans the differentiated instruction that will address interventions and added support for students as a result of their team teaching.
Person Responsible	Core teachers
Monitoring Measures	Lesson plans that are inclusive of the varied instruction they are offering as a result of their teaming.
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 4. Expand comprehensive programs and partnership opportunities that foster classroom innovation that encourages educators to continually enhance student learning.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Administrators will use cooperative strategies that support each other and the teacher teams.
----------	---

Person Responsible	Administrative Team
Monitoring Measures	More walk-throughs and feedback to teachers by administrative team Student perceptions
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 4. Expand comprehensive programs and partnership opportunities that foster classroom innovation that encourages educators to continually enhance student learning.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	In teams, teachers are required to implement at least one project-based learning lesson per grading period to enhance student learning and intervention.
Person Responsible	All teachers
Monitoring Measures	One project-based learning lesson per teacher, per grading period.
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 4. Expand comprehensive programs and partnership opportunities that foster classroom innovation that encourages educators to continually enhance student learning.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	
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 : Teacher planning and team teaching is needed to add support for students while at NAMS.

Goal : NAMS staff will continue to develop the PLC structures on the campus.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk
Funding Needed	Local
Timeline for Implementation	By the November check point, teachers will be practicing PLC guidelines within their content teams.
November Progress Check	
March Progress Check	
June Progress Check	

Activity 1

Activity	Administrators will train teachers on the elements of effective PLC's.
Person Responsible	Administrators
Monitoring Measures	Training scheduled in August
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 2

Activity	Teachers will develop their PLC meetings based on training and PLC guidelines.
Person Responsible	Teachers
Monitoring Measures	Administrative walk-throughs and observation of PLC meetings
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 4. Expand comprehensive programs and partnership opportunities that foster classroom innovation that encourages educators to continually enhance student learning.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Instruction will demonstrate use of data and strategies discussed in PLC's.
Person Responsible	Teachers and Administrators
Monitoring Measures	Lesson Plans and administrative walk-throughs
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 5

Need : Varied parent communication is needed for our more diverse population.

Goal : Technology will be a more frequent and positive tool for parent communication.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk
Funding Needed	Local
Timeline for Implementation	By November check point, at least 3 technology communication tools will be used to keep parents informed about student progress.
November Progress Check	
March Progress Check	
June Progress Check	

Activity 1

Activity	Parents will have the option of signing up for REMIND and/or use the new district communication app. for announcements and other school information.
Person Responsible	Administrators

Monitoring Measures	Number of parents utilizing the technology
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 1. Explore, implement, and communicate security measures that provide safeguards for the learning environment, using the latest technology.

Activity 2

Activity	Parents will receive electronic referral notices via email or text if they choose the option.
Person Responsible	Administrators
Monitoring Measures	Number of parents opting for this service.
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 1. Explore, implement, and communicate security measures that provide safeguards for the learning environment, using the latest technology.

Activity 3

Activity	Parents will receive periodic student self-assessments about their child's success. These will be a culmination of several uses of technology to obtain and manage data.
----------	--

Person Responsible	Math teachers
Monitoring Measures	Number of student self-assessments going home to parents.
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 1. Explore, implement, and communicate security measures that provide safeguards for the learning environment, using the latest technology.

Activity 4

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

Activity 5

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

Goal : Provide students with coordinated school health activities in which they participate in physical activity and healthy living learning.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk
Funding Needed	Local
Timeline for Implementation	Daily and, otherwise, as activities are scheduled.
November Progress Check	
March Progress Check	
June Progress Check	

Activity 1

Activity	Students will participate in moderate to vigorous physical activity in the PE class.
----------	--

Person Responsible	PE teacher
Monitoring Measures	Daily participation and lesson plans
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 4. Expand comprehensive programs and partnership opportunities that foster classroom innovation that encourages educators to continually enhance student learning.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Post messages on school bulletin boards about healthy nutrition and physical activity.
Person Responsible	PE and CHOICES teachers and students
Monitoring Measures	Student-created bulletin boards regarding good eating and exercise choices.
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 4. Expand comprehensive programs and partnership opportunities that foster classroom innovation that encourages educators to continually enhance student learning.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	NAMS will host a health fair or Red Ribbon Rally each semester for the purpose of emphasizing health education.
Person Responsible	Counselor and Administrators
Monitoring Measures	One event per semester with student participation
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 4. Expand comprehensive programs and partnership opportunities that foster classroom innovation that encourages educators to continually enhance student learning.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	
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	