



NORTHSIDE
SCHOOL



INDEPENDENT
DISTRICT



SCHOOL IMPROVEMENT PLAN

BEHLAU ELEMENTARY SCHOOL 2017-2018

BEHLAU ES

Needs Assessment 2017-2018

Process

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

In March the leadership team met to begin work on the new SIP. We took the data from our common assessments as well as current discipline and attendance. Working in three small groups the team looked at positives and negatives then shared their findings with the larger group.

In April the full staff was presented with the findings that the leadership team had developed. After this meeting team leaders met with their teams and led them through the data and determining areas of need. In addition a staff survey was completed to get individual input in a variety of areas.

In April the leadership team came together and shared the areas of need found by each grade level. From these needs they determined common goals to be used for next years SIP and planning meetings. At a faculty meeting at the end of April the full staff was divided into working teams. These teams developed possible activities to address the goals developed by the leadership team.

In May the leadership team met with the activities developed by the teams and determined what were the ones they felt could help us the most. These activities were then presented to the full staff who discussed them and approved them for the SIP plan.

Data and Campus Practices Review

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

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

CSF 1: Academic Performance	
Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.	
<input checked="" type="checkbox"/> STAAR/EOC/TAKS	
<input checked="" type="checkbox"/> Regression graphs	
<input checked="" type="checkbox"/> Student demographics	
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE	
<input type="checkbox"/> TELPAS	
<input checked="" type="checkbox"/> Promotion/retention (Elementary)	
<input type="checkbox"/> Failure rates (Secondary)	
<input type="checkbox"/> Completion and graduation rates (High School)	
<input type="checkbox"/> SAT/ACT (High School)	
<input type="checkbox"/> AP (High School)	
<input type="checkbox"/> Other	
Findings	Reading has shown some improvement but we still need to look at writing. In reading we are not addressing the needs of lower or higher readers as well as we could, more differentiation is needed.

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 checked="" type="checkbox"/> CDBs	
<input checked="" type="checkbox"/> Common Assessments	
<input type="checkbox"/> Other	
Findings	We have improved looking at data but have not seen it make a difference in instruction. This needs to be a focus in the future.

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 checked="" type="checkbox"/> Distribution of leadership and responsibilities	
<input checked="" type="checkbox"/> Decision making structures on the campus	
<input checked="" type="checkbox"/> Teacher input	
<input checked="" type="checkbox"/> Campus goals	
<input checked="" type="checkbox"/> Monitoring of teacher performance; feedback to staff	
<input checked="" type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Master schedule	
<input checked="" type="checkbox"/> Teacher and parent surveys	
<input type="checkbox"/> Other	
Findings	Shared leadership continues to be a strength on campus. With the turnover in the office, new VP, secretary and attendance secretary as well as a new cafeteria manager, head custodian and assistant head custodian, we have had to stretch as a leadership team and grow together.

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

<input type="checkbox"/> Other	
Findings	Interventions continue to be a struggle for our campus. In addition we are not engaging our learners on a regular basis.

CSF 5: Family/Community Engagement	
Family and Community Engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services.	
<input checked="" type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Family and community activities	
<input checked="" type="checkbox"/> Family and community input	
<input checked="" type="checkbox"/> Family and community services	
<input type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	
Findings	Family involvement has increased tremendously this year but changing the format of our family nights.

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 checked="" type="checkbox"/> Parent surveys	
<input checked="" type="checkbox"/> Student surveys or panels	
<input checked="" type="checkbox"/> Discipline	
<input checked="" type="checkbox"/> Student attendance	
<input checked="" type="checkbox"/> Extra-curricular activities and clubs	
<input type="checkbox"/> Other	
Findings	PBIS has not faired as well this year as in the past. The campus was resurveyed and continues to believe in the program so expectations, etc., are being revamped for next year.

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 checked="" type="checkbox"/> Teacher attendance	

<input checked="" type="checkbox"/> Teacher experience and years on campus
<input checked="" type="checkbox"/> Class size
<input checked="" type="checkbox"/> Staff retention rates
<input checked="" type="checkbox"/> Alignment of curriculum, instruction, assessment
<input checked="" type="checkbox"/> Alignment of CDB scores and STAAR results
<input checked="" type="checkbox"/> Effectiveness of planning and collaboration
<input checked="" type="checkbox"/> Professional development experiences and requests
<input type="checkbox"/> Other
Findings
This year has seen a large turnover for our campus due to 7 retirements,2 teachers husbands transferred out of the area and one teacher choosing to leave the profession.

Priority Needs

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

Priority Need 1

Vertical alignment among grade levels
CSF 1 Academic Performance CSF 3 Leadership Effectiveness CSF 4 Increased Learning Time CSF 5 Family and Community Engagement CSF 6 School Climate CSF 7 Teacher Quality

Priority Need 2

Differentiation and student engagement need to improve to meet the needs of both below and above grade learners.
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 3 Leadership Effectiveness CSF 4 Increased Learning Time CSF 5 Family and Community Engagement CSF 7 Teacher Quality

Priority Need 3

Ensure the fidelity of PLCs by incorporating common assessments
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 3 Leadership Effectiveness CSF 4 Increased Learning Time CSF 5 Family and Community Engagement CSF 6 School Climate CSF 7 Teacher Quality

Priority Need 4

Classroom teachers need to act as disciplinarian when appropriate rather than removing students from the classroom during instruction

- CSF 1 Academic Performance
- CSF 2 Use of Quality Data to Drive Instruction
- CSF 3 Leadership Effectiveness
- CSF 4 Increased Learning Time
- CSF 5 Family and Community Engagement
- CSF 6 School Climate

Campus: BEHLAU ES

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 05/02/2017

SAT Member	Name	Signature
Principal	Jody Fries	
Parent Community Representative	Lindsey Krouse	
Staff Representative	Kerry Paschall	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Jody Fries	Principal
Sandy Luna	Administrator
Kerry Paschall	Staff Member
Amanda Stahlman	Staff Member
Jennifer Schneider	Staff Member
Simone Coleman	Parent
Rocio Galvan	Parent
Britney Johnson	Parent
Lindsey Krouse	Parent
Kim Stewart	Central Office Representative
Jody Fries	Principal
Sandy Luna	Administrator
Kerry Paschall	Staff Member
Amanda Stahlman	Staff Member
Jennifer Schneider	Staff Member
Simone Coleman	Parent
Rocio Galvan	Parent
Britney Johnson	Parent

Lindsey Krouse	Parent
Kim Stewart	Central Office Representative

CAMPUS: BEHLAU ES

CAMPUS STAFF DEVELOPMENT PLAN 2017-2018

FOR CERTIFICATION PURPOSES: Campuses are required to keep records of staff development offered during contract days including date, description, number of CPE hours and attendance.

INSTRUCTIONS: In the space below, list staff development required to assure successful implementation of the School Improvement Plan. If you have traded staff development days with teachers workdays, please list the actual date(s) of your staff development activities. If your campus has exchanged Teacher Choice days for alternate campus-wide staff development, fill in the actual date your campus-wide activity occurred (example: campus-side retreat).

Staff Development to be Offered

Date	Alternate Date(s)	Title and Description or Teacher Choice	Staff Development Area	Audience	Targeted Student Group	Funding Source / Costs	# of CPE Hours
08/21/2017		Neighborhood Walk and Talk Team Planning	Collaboration	Faculty and Staff	all		6
08/22/2017		PBIS	Classroom Management	Faculty and Staff	all		6
08/23/2017		Critical Conversations	Instruction	Faculty	all		6
10/09/2017		Team planning, unpacking TEKS District training	Instruction	Faculty	all		6
11/20/2017	08/14/2017	Nuts and Bolts of Behlau Elementary	Classroom Management	Faculty	all		6
11/21/2017	08/15/2017	Nuts and Bolts of Behlau Elementary	Collaboration	Faculty	all		6
02/19/2018		PLCs and common assessments	Assessment	Faculty	all		6

ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES

READING (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	76%	42%	80%	74%	76%	74%	44%	25%	80%
African-American	80%	37%	85%	62%	72%	64%	33%	16%	70%
Hispanic	73%	38%	75%	70%	74%	70%	41%	21%	76%
White	82%	56%	85%	84%	86%	88%	55%	36%	90%
Economically Disadvantaged	68%	33%	75%	66%	68%	63%	38%	15%	70%
Special Education	30%	16%	40%	44%	48%	39%	21%	11%	45%
At-Risk	47%	15%	55%	58%	58%	50%	14%	5%	60%
Limited English Proficient	60%	33%	70%	62%	63%	55%	18%	5%	60%
Asian	71%	71%	80%	89%	78%	70%	60%	30%	75%
American Indian	N/A	N/A	N/A	73%	58%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	0%	N/A	75%	71%	100%	0%	0%	90%
Two or More	83%	40%	85%	80%	87%	85%	58%	31%	90%

WRITING (4)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	59%	23%	60%	64%	62%	59%	29%	6%	70%
African-American	63%	25%	65%	53%	56%	64%	29%	0%	70%
Hispanic	53%	19%	55%	60%	59%	57%	25%	5%	65%
White	65%	30%	70%	72%	73%	71%	39%	13%	75%
Economically Disadvantaged	55%	28%	60%	56%	52%	49%	29%	2%	60%

Special Education	12%	6%	35%	33%	32%	38%	38%	0%	50%
At-Risk	13%	0%	35%	44%	37%	24%	4%	0%	50%
Limited English Proficient	50%	0%	N/A	54%	49%	25%	0%	0%	60%
Asian	100%	67%	90%	85%	72%	50%	50%	0%	80%
American Indian	N/A	N/A	N/A	61%	71%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	67%	50%	0%	0%	0%	N/A
Two or More	70%	20%	75%	70%	76%	43%	43%	0%	50%

MATHEMATICS (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	79%	42%	85%	79%	80%	78%	41%	15%	85%
African-American	80%	44%	85%	66%	72%	76%	27%	4%	85%
Hispanic	76%	35%	80%	77%	78%	73%	37%	14%	80%
White	85%	56%	90%	87%	88%	89%	56%	21%	90%
Economically Disadvantaged	73%	33%	75%	73%	73%	68%	34%	12%	75%
Special Education	41%	16%	50%	53%	56%	51%	21%	9%	60%
At-Risk	61%	15%	65%	67%	65%	63%	14%	2%	70%
Limited English Proficient	67%	40%	70%	73%	72%	55%	14%	0%	60%
Asian	86%	71%	95%	94%	86%	70%	70%	20%	75%
American Indian	N/A	N/A	N/A	78%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	0%	0%	N/A	80%	78%	100%	0%	0%	90%
Two or More	80%	47%	85%	82%	89%	88%	54%	27%	90%

SCIENCE (Grade 5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	

All Students	71%	26%	75%	73%	76%	66%	32%	6%	75%
African-American	82%	27%	85%	59%	68%	44%	33%	6%	50%
Hispanic	63%	20%	70%	68%	73%	64%	27%	6%	70%
White	88%	40%	90%	84%	87%	81%	42%	4%	85%
Economically Disadvantaged	68%	23%	75%	65%	67%	55%	22%	3%	75%
Special Education	40%	13%	45%	44%	46%	14%	0%	0%	50%
At-Risk	51%	10%	60%	56%	59%	38%	8%	0%	50%
Limited English Proficient	100%	75%	N/A	57%	58%	25%	0%	0%	50%
Asian	50%	50%	75%	89%	75%	100%	75%	0%	90%
American Indian	N/A	N/A	N/A	73%	60%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	93%	N/A	N/A	N/A	N/A
Two or More	83%	33%	85%	81%	86%	75%	25%	13%	80%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	95.3%	96%
African-American	95.4%	95.8%	96%	96%
Hispanic	95.6%	95%	95.2%	96%
White	96%	95.8%	95.2%	96%
Economically Disadvantaged	95.4%	94.4%	94.8%	96%
Special Education	94.5%	93.9%	93.7%	96%
Limited English Proficient	96.4%	95.8%	97.2%	96%
Asian	97.8%	96.8%	96.1%	96%
American Indian	95.3%	95.2%	95.1%	96%
Hawaiian Pacific Islander	95.5%	96.1%	95.8%	96%
Two or More	95.9%	96%	94.9%	96%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	0.59%	0.5%
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17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : Vertical alignment among grade levels

Goal : To address system safeguards, vertical collaborative teams will score writing samples from all students in grades K-5 using the NISD rubric.

Goal Details

Student Groups Impacted	All Students, Special Education
Funding Needed	Local
Timeline for Implementation	Aug. '17- May '18
November Progress Check	Journals are being kept in classrooms. The vertical PLC committee did the first check on Nov. 6 and gave rubrics to the teachers on improvements needed.
March Progress Check	Journals were checked by the vertical planning team on Jan. 29. Rubrics were completed and compared to Nov. 6 to show improvement.
June Progress Check	Journals were checked by the vertical planning team on Jan. 29. Rubrics were completed and compared to March check to show improvement.

Activity 1

Activity	All students will keep journals in language arts, math and science.
Person Responsible	classroom teachers

Monitoring Measures	journal checks by writing vertical PLC
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	

Activity 2

Activity	October 9 in-service will be a choice on better journal writing, scoring with the Northside rubric or how to include revising and editing in daily instruction
Person Responsible	reading specialists, writing vertical PLC
Monitoring Measures	sign in sheets
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	The writing vertical PLC will review writing samples from each classroom three times during the year.
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Person Responsible	writing vertical PLC chairman
Monitoring Measures	checklist
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	

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 2

Need : Differentiation and student engagement need to improve to meet the needs of both below and above grade learners.

Goal : To increase the percentage of students whom Meet Grade Level Performance on STAAR by 5%, rigor will be addressed for all students during instructional time at their level.

Goal Details

Student Groups Impacted	All Students, Special Education
Funding Needed	
Timeline for Implementation	August 17-June 18
November Progress Check	Teachers are keeping data binders along with data folders being kept by students- these were shared at student led conferences on November 14. All grade levels are doing read alouds and math exemplars on a monthly basis.

March Progress Check	Student led conferences were again held on February 21. At this time data folders were shared with parents. Interventions on all grade levels were based on data kept by teachers, and students move room to room for the needed intervention or enrichment.
June Progress Check	Interventions on all grade levels were based on data kept by teachers, and students move room to room for the needed intervention or enrichment.

Activity 1

Activity	All teachers will be trained on depth and complexity
Person Responsible	Sandy Luna
Monitoring Measures	sign in sheets
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Data collection binders will be kept by each teacher to use in goal setting for all students and turned into administration at the end of each grading period.
Person Responsible	classroom teachers
Monitoring Measures	data binders
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	

Activity 3

Activity	Plans for read a louds will be included monthly in team collaboration planning sheets.
Person Responsible	team leaders
Monitoring Measures	team collaboration planning sheets
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Exemplars will be used monthly with all students
Person Responsible	classroom teachers and MSD
Monitoring Measures	exemplar class sets due to MSD on set calendar dates
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	

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 : Ensure the fidelity of PLCs by incorporating common assessments

Goal : To address system safeguards, collaborative teams will utilize common assessments and quality interventions to ensure all students(including special education students) will increase academic levels by a minimum of a year

Goal Details

Student Groups Impacted	All Students, Special Education
Funding Needed	
Timeline for Implementation	August 2017- June 2018
November Progress Check	Data binders and data folders are being kept and were shared with parents at student led conferences on Nov. 14.
March Progress Check	Data binders and data folders are being kept and were shared with parents at student led conferences on Feb. 21.
June Progress Check	Data binders and data folders were shared at the end of the year with vertical teams.

Activity 1

Activity	Incorporate DI into guided reading groups
Person Responsible	classroom teachers
Monitoring Measures	lesson plans
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	

Activity 2

Activity	Train teachers new to campus on Read a louds and genre studies
Person Responsible	reading specialist

Monitoring Measures	sign in sheets
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Data binders used year round to have students track growth through goal setting
Person Responsible	classroom teachers
Monitoring Measures	data binders
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	

Activity 4

Activity	Academic growth shared with parents through student led conferences
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Person Responsible	classroom teachers
Monitoring Measures	sign in sheets
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

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 : Classroom teachers need to act as disciplinarian when appropriate rather than removing students from the classroom during instruction

Goal : To decrease office referrals by 5%.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	August 2017-June 2018
November Progress Check	A new incentive system was set up and started in August.
March Progress Check	PBIS and the incentive system was discussed and adjusted at January 19 meeting.
June Progress Check	Office referrals were not decreased- the behavior program will be revamped for the 2018-19 school year.

Activity 1

Activity	Review PBIS with staff
Person Responsible	administration
Monitoring Measures	sign in sheets
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
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Activity 2

Activity	Weekly review of PBIS expectations with students
Person Responsible	classroom teachers
Monitoring Measures	lesson plans
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	

Activity 3

Activity	Poll students and staff for new incentives for PBIS
Person Responsible	team leaders
Monitoring Measures	results of poll
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	

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 : To coordinate wellness activities for students and staff throughout the year. A variety of activities will be incorporated to include field day, bike rodeo, heroes for health, fitness night, etc.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	Activities will be held throughout the year to ensure continuous attention to wellness of students and staff.
November Progress Check	Activities have been planned, implementation will be in the Spring semester.
March Progress Check	PTA fitness night, heros for health, field day and fitness gram night have all been completed.
June Progress Check	All fitness activities were implemented

Activity 1

Activity	Bike Rodeo
Person Responsible	PE coaches
Monitoring Measures	number of participants
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	

Activity 2

Activity	Field Day
Person Responsible	PE coaches
Monitoring Measures	student participation
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	

Activity 3

Activity	Heroes for Health
Person Responsible	PE coaches
Monitoring Measures	attendance
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	

Activity 4

Activity	Fitness Gram night
Person Responsible	PE coaches
Monitoring Measures	sign in sheets
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	Fitness night
Person Responsible	PE coaches
Monitoring Measures	sign in sheets
Title 1 Fund	No

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