



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

COLE ELEMENTARY SCHOOL 2017-2018

COLE ES

Needs Assessment 2017-2018

Process

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

The School Improvement planning committee first met on May 15th to review data and completed a SWOT analysis. The committee that completed the SWOT analysis was comprised of 15 staff members, led by Sonia Sanchez. The committee determined from the SWOT analysis that there were two major areas of concern that needed to be addressed in the school improvement plan (reading and attendance).

The committee met again on May 22nd and developed the new needs assessment for the 2017-2018 school year. After discussion, it was determined that the major needs were in reading, absenteeism, eRTI, and problem solving. The committee then completed the new needs assessment.

The committee met for a third time on May 31st. At that time, the committee worked on developing goals and activities for those goals.

At Data Day, our leadership team started the process of revising the goals to reflect the needs in the areas of services for economically disadvantaged and special education students.

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 checked="" 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 checked="" type="checkbox"/> Other TPRI, IRI's, Tejas Lee	
Findings	Taking a close look at data sources (TELPAS, STAAR) Weaknesses in reading and attendance

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 checked="" type="checkbox"/> Other Intervention programs, Goal Setting with Students	
Findings	Weaknesses in reading in attendance

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	Continue to strive for leadership improvements.

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 checked="" type="checkbox"/> Other	Targeted intervention groups
Findings	Marginal success with intervention time 8:00-8:30.

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 checked="" type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	
Findings	Survey input about family nights was positive Engaging activities that resulted in strong parental involvement

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 checked="" type="checkbox"/> Parent surveys	
<input 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	Large amount of extra-curricular activities for students to participate in

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 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
Nobody is on the transfer list Staff attendance is strong

Priority Needs

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

Priority Need 1

Guided Reading instruction Building blocks for reading
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 4 Increased Learning Time CSF 7 Teacher Quality

Priority Need 2

Focus on Economically Disadvantaged and Special Education students making substantial yearly progress
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 4 Increased Learning Time CSF 5 Family and Community Engagement CSF 6 School Climate CSF 7 Teacher Quality

Priority Need 3

eRTI Staff development on eRTI
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 3 Leadership Effectiveness CSF 4 Increased Learning Time CSF 7 Teacher Quality

CAMPUS: COLE 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	08/22/2017	ELAR Training - Guided Reading and Effective Learning Stations	Curriculum	All teachers	All students	State Compensatory,Local, Other	6
08/22/2017	08/23/2017	Rediscovering our Cole Compass - Visioning Work PLC Training	Collaboration	All staff	All students	State Compensatory,Local, Other	6
08/23/2017	08/24/2017	Instructional Rounds Training Convocation	Instruction	All teachers / All Staff	All students	State Compensatory,Local, Other	6
10/09/2017	08/25/2017	Common Assessments	Assessment	All teachers	All students	State Compensatory,Local, Other	3
11/20/2017	11/21/2017	Teacher Choice	Instruction	All teachers	All students	State Compensatory,Local, Other	6
11/21/2017	08/15/2017	Teacher Choice	Instruction	All teachers	All students	State Compensatory,Local, Other	6
02/19/2018	02/26/2018	Revisiting Guided Reading and Common Assessments Problem Solving for Math	Instruction	All teachers	All students	State Compensatory,Local, Other	6

CAMPUS: COLE ES

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	N/A	N/A	85%	74%	76%	82%	53%	34%	90%
African-American	N/A	N/A	85%	62%	72%	76%	52%	28%	85%
Hispanic	N/A	N/A	85%	70%	74%	78%	50%	31%	85%
White	N/A	N/A	85%	84%	86%	88%	65%	45%	90%
Economically Disadvantaged	N/A	N/A	80%	66%	68%	68%	31%	20%	80%
Special Education	N/A	N/A	65%	44%	48%	50%	23%	12%	65%
At-Risk	N/A	N/A	80%	58%	58%	60%	27%	14%	75%
Limited English Proficient	N/A	N/A	60%	62%	63%	64%	32%	21%	75%
Asian	N/A	N/A	85%	89%	78%	89%	44%	33%	95%
American Indian	N/A	N/A	85%	73%	58%	100%	0%	0%	100%
Hawaiian Pacific Islander	N/A	N/A	85%	75%	71%	N/A	N/A	N/A	N/A
Two or More	N/A	N/A	85%	80%	87%	93%	53%	33%	95%

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	N/A	N/A	80%	64%	62%	69%	43%	18%	80%
African-American	N/A	N/A	80%	53%	56%	53%	27%	0%	65%
Hispanic	N/A	N/A	80%	60%	59%	64%	37%	17%	75%

White	N/A	N/A	80%	72%	73%	80%	60%	28%	90%
Economically Disadvantaged	N/A	N/A	75%	56%	52%	43%	14%	5%	60%
Special Education	N/A	N/A	60%	33%	32%	14%	0%	0%	55%
At-Risk	N/A	N/A	70%	44%	37%	46%	15%	6%	60%
Limited English Proficient	N/A	N/A	65%	54%	49%	57%	19%	10%	70%
Asian	N/A	N/A	80%	85%	72%	100%	75%	50%	100%
American Indian	N/A	N/A	80%	61%	71%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	80%	67%	50%	N/A	N/A	N/A	N/A
Two or More	N/A	N/A	80%	70%	76%	86%	43%	0%	90%

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	N/A	N/A	85%	79%	80%	86%	62%	37%	90%
African-American	N/A	N/A	85%	66%	72%	72%	34%	24%	85%
Hispanic	N/A	N/A	85%	77%	78%	85%	63%	37%	90%
White	N/A	N/A	85%	87%	88%	90%	66%	43%	95%
Economically Disadvantaged	N/A	N/A	80%	73%	73%	71%	43%	19%	85%
Special Education	N/A	N/A	65%	53%	56%	62%	23%	4%	75%
At-Risk	N/A	N/A	70%	67%	65%	78%	40%	16%	80%
Limited English Proficient	N/A	N/A	75%	73%	72%	85%	49%	26%	90%
Asian	N/A	N/A	85%	94%	86%	89%	78%	56%	95%
American Indian	N/A	N/A	85%	78%	77%	100%	100%	0%	100%
Hawaiian Pacific Islander	N/A	N/A	85%	80%	78%	N/A	N/A	N/A	N/A
Two or More	N/A	N/A	85%	82%	89%	93%	67%	33%	95%

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	N/A	N/A	80%	73%	76%	83%	41%	19%	90%
African-American	N/A	N/A	80%	59%	68%	71%	29%	14%	80%
Hispanic	N/A	N/A	80%	68%	73%	79%	40%	16%	85%
White	N/A	N/A	80%	84%	87%	93%	60%	33%	95%
Economically Disadvantaged	N/A	N/A	70%	65%	67%	78%	30%	11%	85%
Special Education	N/A	N/A	65%	44%	46%	40%	0%	0%	65%
At-Risk	N/A	N/A	75%	56%	59%	66%	21%	0%	75%
Limited English Proficient	N/A	N/A	65%	57%	58%	70%	30%	0%	80%
Asian	N/A	N/A	80%	89%	75%	100%	0%	0%	100%
American Indian	N/A	N/A	80%	73%	60%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	80%	75%	93%	N/A	N/A	N/A	N/A
Two or More	N/A	N/A	80%	81%	86%	100%	33%	0%	100%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	96.5%	97%
African-American	95.4%	95.8%	97.2%	97.5%
Hispanic	95.6%	95%	96.4%	97%
White	96%	95.8%	96.5%	97%
Economically Disadvantaged	95.4%	94.4%	95.3%	96%
Special Education	94.5%	93.9%	95.8%	96.5%
Limited English Proficient	96.4%	95.8%	96.2%	96.5%
Asian	97.8%	96.8%	97.8%	98%
American Indian	95.3%	95.2%	96.5%	97%
Hawaiian Pacific Islander	95.5%	96.1%	97.9%	98.5%
Two or More	95.9%	96%	97%	97.5%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% of Students Retained	0.98%	0.17%	0.15%

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : Guided Reading instruction
Building blocks for reading

Goal : Systems Safeguards: 90% of all students will make at least one year's worth of growth within the school year as measured by their Fountas and Pinnell reading level with a focus on Special Education students.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, State Compensatory, Other
Timeline for Implementation	Ongoing throughout 2017-2018
November Progress Check	Making good progress. All grade levels except for 2nd grade have made expected progress.
March Progress Check	Excellent progress, all grade levels at 70% or better with students on or above grade level except for 2nd grade which has made gains 57% on or above grade level).
June Progress Check	Excellent progress.

Activity 1

Activity	Provide the staff with professional development and instructional coaching in the area of effective strategies of maximizing instructional time during the ELAR block with a focus on guided reading and learning stations.
Person Responsible	Literacy Leaders Classroom Teachers Administration

Monitoring Measures	Sign in sheets Feedback surveys from staff
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 2

Activity	Ensure proper and consistent use of running records, IRI, TPRI, and when applicable TELPAS data to drive necessary adjustments in reading instruction with focus on Special Education students.
Person Responsible	Literacy Leaders Teachers Administration
Monitoring Measures	Meetings every 5 weeks with Literacy Leaders and Administration Reading level checks every 9 weeks
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 3

Activity	Utilize more technology related resources to promote collaboration among staff to provide more collaboration in the area of ELAR.
Person Responsible	TSS Literacy Leaders Teachers Administration
Monitoring Measures	Checks on Google Drive for content shared every 9 weeks
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	Utilize common assessments, CDB, STAAR and other assessment data to show growth of students reading levels throughout the school year with focus on Special Education students.
Person Responsible	Literacy Leaders Teachers SE Teachers Administration
Monitoring Measures	Campus generated reading level report every 9 weeks Common Assessments CDBs STAAR
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 5

Activity	Utilize Skype lessons during the Language Arts block to stimulate student engagement and enhance student literacy.
Person Responsible	Administration Classroom Teachers Literacy Specialist
Monitoring Measures	Student IRI Levels Quantity of Skype Lessons
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 : Focus on Economically Disadvantaged and Special Education students making substantial yearly progress

Goal : Economically disadvantaged students will perform above the district average of economically disadvantaged students on the STAAR test in all subject areas.

Goal Details

Student Groups Impacted	Eco-Dis
Funding Needed	Local, State Compensatory, Other
Timeline for Implementation	Ongoing 2017-2018
November Progress Check	Moderate progress, need to refine data tracking sheets and use of common assessments throughout the grade levels.
March Progress Check	Good progress, all grade levels moving towards a uniform tracking sheet and everyone is including common assessments on their sheets.
June Progress Check	Excellent progress.

Activity 1

Activity	Implement use of data tracking sheet to identify and monitor progress of economically disadvantaged and special education students.
Person Responsible	Classroom teacher Special Education teacher Administration
Monitoring Measures	Monthly meetings (admin. collab)
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Utilize morning intervention block to target the needs of economically disadvantaged and special education students.
----------	--

Person Responsible	Classroom teachers Special Education teachers Specialists Administration
Monitoring Measures	Intervention data eRTI data Reading Level data CDB and STAAR data
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Use data from the tracking sheet to tailor small group instruction across all subjects.
Person Responsible	Classroom teachers Specialists Administration
Monitoring Measures	Common assessments Running Records IRI's CDB and STAAR data
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 5. Provide rigorous, complex, and meaningful learning that promotes readiness for post PK-12 experiences.

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

Activity 4

Activity	Utilize peer coaches in the classroom to assist when not working with the teacher.
Person Responsible	Classroom teachers Administration
Monitoring Measures	Observations Conferencing with students
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 5

Activity	Review current interview questions to hire new teachers to reflect needs in areas of special education and economically disadvantaged students.
Person Responsible	Administration
Monitoring Measures	Evaluations of newly hired staff
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	

Goal 3

Need : eRTI
Staff development on eRTI

Goal : Develop task force to ensure eRtl data is entered on a weekly basis.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local, State Compensatory, Other
Timeline for Implementation	Ongoing 2017-2018
November Progress Check	Great progress, established eRtl Task Force members on each team and have implemented monthly meetings to ensure eRtl data is input with fidelity.
March Progress Check	eRtl Task Force has meet multiple times and grade levels are improving data input in Tiers 2 & 3.
June Progress Check	Excellent progress.

Activity 1

Activity	Identify and train staff members on every grade level team that will serve as eRtl liaisons.
Person Responsible	Administration
Monitoring Measures	Completion of eRtl task force.

Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 3. Develop a framework for identifying, nurturing, and developing leaders across the District.
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	The eRtl task force representative from each grade level will provide ongoing support and will monitor eRtl data entry.
Person Responsible	eRtl Task Force Representative Classroom Teachers Administration
Monitoring Measures	Weekly Meetings Monthly Meetings (admin collab) Tier 3 Meetings
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 3

Activity	Meet monthly with teams to ensure that eRtl documentation data is being done with fidelity.
----------	---

Person Responsible	Administration Classroom teachers
Monitoring Measures	Monthly eRtI Meetings Tier 3 Meetings
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 :

Goal Details

Student Groups Impacted	
Funding Needed	
Timeline for Implementation	
November Progress Check	
March Progress Check	
June Progress Check	

Activity 1

Activity	
----------	--

Person Responsible	
Monitoring Measures	
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	
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 3

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

Activity 4

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

Activity 5

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

Goal :

Goal Details

Student Groups Impacted	
Funding Needed	
Timeline for Implementation	
November Progress Check	
March Progress Check	
June Progress Check	

Activity 1

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 2

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 3

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

Activity 4

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

Promote a Safe Environment for Students and Staff	
---	--

Activity 5

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

Goal : To promote and facilitate campus and community efforts to encourage active lifestyles for our students.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	Ongoing 2017-2018
November Progress Check	Great progress, students were on "Good Morning San Antonio" for Go Kids and PTA Fitness Expo is scheduled for later in the year.
March Progress Check	Excellent progress

June Progress Check	Excellent progress.
---------------------	---------------------

Activity 1

Activity	Participate in the Go Kids Challenge in the Spring.
Person Responsible	PE Coaches Administration
Monitoring Measures	Student Data from Pedometers Surveys
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Provide school-wide learning opportunities for all students to be healthy and active for a lifetime through a PTA sponsored Fitness Expo.
Person Responsible	Administration PTA
Monitoring Measures	Sign in Sheets Surveys
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 1. Recruit and retain active and supportive businesses and educational institutions to build mutually beneficial relationships that promote mentoring, internship opportunities, and financial support.
Educate Diverse Learners	

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

Activity 3

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

Activity 4

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	

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

Activity 5

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