



NORTHSIDE
SCHOOL



INDEPENDENT
DISTRICT



SCHOOL IMPROVEMENT PLAN

DRIGGERS ELEMENTARY SCHOOL

2017-2018

OUR MISSION

At Rita Kay Driggers we strive for a culture that inspires all students and staff members to reach their goals with a curriculum that is relevant, challenging, and meaningful with staff that promote and facilitate the social, emotional and academic success of the whole child -resulting in productive members of our Leon Valley Community and the global society.

DRIGGERS ES

Needs Assessment 2017-2018

Process

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

The SIP was reviewed by the Leadership Team at the 2017 NISD Data Day. Needs were assessed and Goals and Activities were reviewed.

Preface:

The School Improvement Plan was reviewed during our August, 2016 Hound Retreat - with main goals and activities reviewed by each grade level team - a reminder that this was a "living document" and changes could be made along the way. We also reviewed and made any changes necessary or added information to the plan as needed in September with Team Leaders and Staff. In October/November & January/ February we reviewed the needs of students with placements and retentions as well and checked Interventions -Enrichment activities to see if students were progressing especially our special education population. Results were favorable.

1. March-Reviewed the Data and Needs Assessment accomplished during our Round Robin activity with M. Pena - and focused on our School Improvement Plan -narrowing it to the areas of most need.

2. Each Grade Level Team was split and worked with other members of different grade levels to discover areas of need - 2 focus areas: Academics and Parental Involvement

3. Strengths what we did well as well as Growth areas were recorded for each topic.

2. Areas of need were in the following -enhancement of reading and math with more emphasis on grade level team planning at K-2 as 2-5 does meeting weekly with specialists to review KUD's Timelines and Rigor -Academic Vocabulary.

3. Continue Math Reading Science Focus on Student Engagement and Reflection.

4. Parental Involvement -Parents becoming more involved in the school in different roles - PTA, Volunteers, Room Parents, Activities - more student led conferences and a set time for parent conference nights earlier in the year.

5. The information was annotated and we will be working on these topics as well as:
Professional Learning Communities PLC's
Pilot for SLO's Student Learning Objective
Visionary Cohort #2 activities

6. PLC's - Professional Learning Communities -our grade levels meet to collaborate and incorporate best practices to help students succeed.

7. After our results were given - we analyzed the needs and VP made a google doc sheet for each teacher to review their scores and areas of need -- mainly Eco dis Sp Ed Reading and Writing.

8. We have a draft Plan of Action to address these areas of need and sense of urgency for our 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 checked="" type="checkbox"/> Failure rates (Secondary)
<input checked="" type="checkbox"/> Completion and graduation rates (High School)
<input checked="" type="checkbox"/> SAT/ACT (High School)
<input type="checkbox"/> AP (High School)
<input checked="" type="checkbox"/> Other CoGAT

Findings	<p>5th Reading 92% All Hispanic 91% Eco Dis 91% At Risk 88% Sp Ed 60%</p> <p>5th Math 98% All Hispanic 97% Eco Dis 97% At Risk 96% Sp Ed 80%</p> <p>5th Science 85% ALL Hispanic 83% Eco Dis 85% At Risk 77% Sp Ed 60%</p> <p>Close the achievement gap for special education-Missed safeguard for Sp Ed was at 52% should be at 60% +</p> <p>3rd Reading: All 77% Hispanic 76% Eco Dis 75% Sp Ed 71%</p> <p>3rd Math: All 90% Hispanic 91% Eco Dis 87% Sp Ed 79% -grew in all areas especially sp ed</p> <p>Compared to last years data - the special education percentages did increase in both reading and math.</p> <p>4th Reading: All 79% Hispanic 80% Eco Dis 73% Sp Ed 33%</p> <p>4th Math: All 79% Hispanic 80% Eco Dis 73% Sp Ed 25%</p> <p>4th Writing: All 63% Hispanic 63% Eco Dis 52% Sp Ed 8%</p> <p>(took a drop especially in sp ed but as 3rd graders in reading were at 27% so did grow to 33%) (in 2016 All was 90% H 91% Eco Dis 91% Sp Ed 67%) took a drop in all 4th Math sense of urgency with 4th graders now 5th graders</p> <p>5th in all areas both year focus on Sp Ed Eco Dis went up to 85% from 79% in Science</p> <p>4th Writing went down from 86% to 63% All 63% too low; H 62% eco dis 51% Sp Ed 8% too low. (in 2016 All 89% H 91% Eco Dis 81% Sp Ed 67%)</p>
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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.

- Student attendance
- Discipline
- Grades
- CDBs
- Common Assessments
- Other 3-5 Focused TEKS for Individual students

Findings	<ol style="list-style-type: none"> 1. Multiple resources of disaggregated data will be used - Reading Topic/Genre Tests; Mini Assessments; CDB's as well Math Facts Test. The Item Analysis will be used again as well as TEKS in need for math - problem solving, number lines, personal finance, graphs,...Individual Test results for each teacher with percentages for each teacher recorded - use of instructional rounds. 2. Positive Learning Environment - push in and pull out by Specialists will be continued this year. 3. Round Robin by TEK was implemented in Math - for next year will do by TEK for reading in 3-5 this year 2nd grade looked at groups of students to tutor by TEKS. 4. We will continue Grade Level Planning based on the results of the STAAR Test - as well as IRI's CDB's and Writing results and samples. 5. Cadre meetings will continue monthly to review Curriculum Updates from the district as well as the latest on PLC's; SLO's and Visionary Cohort#2 information. 6. Dialectical Journals for 4th and 5th Writing as well as mini assessments on different Writing tools editing revising - expository and more consistency among the team. <p>PLC's and SLO's will be developed for 3rd Grade specific Objective for students.</p>
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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.

Distribution of leadership and responsibilities

Decision making structures on the campus

Teacher input

Campus goals

Monitoring of teacher performance; feedback to staff

Communication

Master schedule

Teacher and parent surveys

Other Professional Development Needs from P VP Eval; Academic Night Feedback: T-TESS Goal Setting

Findings	<p>1. In order to create effective Leadership- Leaders within Leaders - there needs to be a Vision, Mission and Goals to accomplish -for this year it was closing the achievement gap (focus reading all levels and writing) for all students as well as increased Parental Involvement.</p> <p>2. Cadre Meetings as well as Leadership Team meetings were held Monthly to review expenditures and resources as well as professional development needs.</p> <p>3. Professional Development provided - for Math Make & Take- Understanding the New Math TEKS - Reading Guided Reading Groups- Model Teaching as well as Making Thinking Visible- more on Reflection was started and will continue this year.</p> <p>4. Special Education Collaborative Schedule was reviewed for student instructional needs and it was determined we needed two Collab classes instead of one. Flexibility and communication by all parties made that transition move smoothly - this year with the addition of 2 bilingual classrooms at 1st and 3rd - we will review the schedule and monitor the performance of our students (via google docs input of BOY IRI's running records etc) -Topic Tests in math etc.</p> <p>and provide feedback to teachers weekly.</p>
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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.

Response to Intervention

Interventions implementation and effectiveness

Student identification for increased learning time

<input checked="" type="checkbox"/> Tutorials	
<input checked="" type="checkbox"/> Other	Campus Day Tutor Information; RTI information;ARD's ; Parent Conferences
Findings	<p>1. Flexible scheduling from 8 -8:30 am Intervention Time (Tutorials;Computer Lab; I-Pad Apps; Ready Rosie; Enrichment within the classrooms as well) was implemented schoolwide.</p> <p>2. Use of RTI Mondays (once a month) in the computer lab where specialists and counselors met with each grade level team to make sure interventions were in place and progression of students annotated will be continued.</p> <p>3.Staff Collaborative Hound Team Planning was used and will be used with:</p> <p>a) Grade Level Teams</p> <p>b) Bilingual Vertical Team</p> <p>c) Special Education Team</p> <p>d) Special Education and Collaborative Partner</p> <p>to review KUD's/Data/Assessments/Timelines/Resources available to them to purchase and Apps (Technology Training- to keep up to date-Leaders with an agenda and End Product given to Administration - Administration is also part of this Hound Team Planning.</p> <p>4. Interventions were used in reading, math, science, writing- (examples: Read Naturally for 3rd & 2nd as well; Tutoring; Round Robin by TEK;Campus Day Tutors; Small Group; Camp Writing;Science & Math Blitz and Discovery Science Fair were incorporated.)</p>

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 checked="" type="checkbox"/> Other	Parental Surveys; School Messenger; Prin.Bulletins; Class Dojo;Remind 101;Ready Rosie;Wkly CI Newsle
Findings	<p>1.Parent and Community Involvement has increased with use of new media such as Class Dojo where parents are instantly reminded of upcoming events they can participate in - especially popular our Fashionista Show and Honor America Night.</p> <p>2. Bulletins and forms are in Spanish as well as needed for our students.</p> <p>3. Access to community services -we have seen an increase in this opportunity for parents via counselor information and resources available for parents (eyeglasses; family counseling; mentors; HW help,...)</p> <p>4. After school activities have also increased in parental involvement - The Arcade Club;Steam Team; Flight Club;Robotics;Solar Cars; Art Club; Math Club;Young Astronauts;Cardboard Club;Violins; Strings and ALPHA</p> <p>5.Multi-Cultural Day and Jr. Achievement for Career and College Readiness (an all day event 1st time) will be continued-with emphasis on 300th year anniversary of S.A.</p> <p>6. Increased opportunities for input from parents via SAT and Title I Parental Involvement Committee as well as Parent Surveys.</p> <p>7. Community centered Leon Valley Neighborwoods Tree Planting Ceremony Summer.</p>

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.

Teacher surveys

Parent surveys

Student surveys or panels

Discipline

Student attendance

Extra-curricular activities and clubs

Other Pillar of Character Assemblies; Visioning Cohort#2

Findings	<p>1. Goal - use of Attendance Committee-to increase attendance rate for all subpopulations- and for all attendance to 96% + (parent phone calls; home visits; work with visiting attn. officer assigned to us, incentives for students/teachers).</p> <p>2. Review of Parental Surveys for areas of need -this year HW Help; Technology Use; No Bullying; ALPHA Nights and Academic Family Nights K,1 then 2-5.</p> <p>3. Parent conference held for any student in the office for any disciplinary action- parent involvement is crucial to feel the school has a supportive climate and students are valued for their excellence in behavior (use of Pillar of Character Assemblies for each Pillar).</p>
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CSF 7: Teacher Quality

Teacher Quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development. Evidence shows that low income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers.

Teacher attendance

Teacher experience and years on campus

Class size

Staff retention rates

Alignment of curriculum, instruction, assessment

Alignment of CDB scores and STAAR results

Effectiveness of planning and collaboration

Professional development experiences and requests

Other Gallup Information for Interviews

Findings	<ol style="list-style-type: none"> 1. Review Retention rates for teachers and staff development appropriate to their needs - so they remain highly effective teachers- this year Poverty Students - How to Engage Students in need through Book Study: Rigor in the Classroom;Scaffolding; Student Voice; Beginnings of Reflection by teacher/students- Engaging Students with Poverty in Mind. 2. Effectiveness of planning and collaboration were evident by the need to continue this this coming school year - effective use of time to review KUD's with Specialists 3. Placement Retention Hound Committee met in September/October/November/January/February/March/April to review student needs.
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Priority Needs

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

Priority Need 1

<ol style="list-style-type: none"> 1. Academic Performance for: <ol style="list-style-type: none"> a)Special Education Population for math and reading/writing for specific TEKS. 2. Continue to review academic performance of subgroups At Risk, Sp Ed and All to close the gap in reading -math-writing and science. 3. Use of mini assessments - for little d data for each student - for progression measure. 4. Incorporate - math incentives and enrichment activities for students.

<p>CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 4 Increased Learning Time</p>
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Priority Need 2

<p>Use of quality Data to Drive Instruction</p> <ol style="list-style-type: none"> a) Continue use of Data Analysis after every Topic Test in Math and Unit Genre Tests in Reading as well as IRI's and Writing Samples -Science Unit Tests to drive our Instruction- use of dialectical journals for reading and strategies to include Campus Day Tutor for Writing and small group guided reading enforced. b)Use of Interventions and Progress Checks c) Weekly meetings with our Specialists Math,Reading, Science to review the progress of students in need d)Grade Level/Sp Ed/ Bilingual/Sp Ed Collab Team Planning Days to review KUD's/Reflection,...master schedule for collab e) Use of guided reading and math and technological apps to help students succeed.

<p>CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 3 Leadership Effectiveness CSF 4 Increased Learning Time</p>
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Priority Need 3

<p>Increase Parental Involvement activities to include:</p> <ol style="list-style-type: none"> a) Class Dojo by everyone b) Ready Rosie c) Family Academic Nights d) Student Led Conferences e) Set Parent Conferences in September f) Morning "Fireside Chats" with Principal/VP g) Morning Cafecitos where presenters will present on Topics from Parental Survey - in Spanish as well. h) Lunch & Learn Webinars - to help teachers -Book Study Understanding Poverty R.Payne
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<p>CSF 3 Leadership Effectiveness CSF 5 Family and Community Engagement CSF 6 School Climate</p>
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Priority Need 4

Driggers will retain and hire quality staff by:

- a) Reviewing T-TESS Learner Centered Teachers
- b) Review T-TESS Rigorous Student Engagement
- c) Review Planning KUD's and Timelines

CSF 7 Teacher Quality

Priority Need 5

Driggers will continue to have a safe and orderly environment to enhance learning by:

- a) providing information on positive discipline
- b) reviewing implementing safety procedures with staff/community
- c) keeping parents informed of student progress for behavior and monitoring attendance.
- d) provide motivating/motivation opportunities for students, staff and the community by providing guest speakers, pep rallies, and community events.

CSF 6 School Climate

Campus: DRIGGERS ES

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 05/18/2017

SAT Member	Name	Signature
Principal	M.H. Cover	
Parent Community Representative	Angie Van Dyke	
Staff Representative	Cynthia Pullin	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Mary Helen Cover	Principal
Rhapsody Quintero	Administrator
Danica Lubbers	Staff Member
Kimberly Sing	Staff Member
Elizabeth Griffith	Staff Member
Robin Garcia	Staff Member
Angie Van Dyke	Parent
Donnie Britt	Business Representative
Jesse Garcia	Community Member
Rolando Juarez	Central Office Representative
Marissa Pena	Central Office Representative
LV Mayor Pro Tem David Jordan	Community Member
Azucena Horsley	Staff Member
Bertha Chapa	Staff Member
Azucena Horsley	Staff Member
Bertha Chapa	Staff Member

CAMPUS: DRIGGERS 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		Welcome Bienvenidos to RKD "Driggers Inspired" - Review Mission Vision and Goals; Retreat Info-RKD HB	Curriculum	all	all	Title I,Local	6
08/22/2017		AM- TTESS Review DATA RKD HB PLC's SLO's PM- RKD HB and Sp Ed Staff Dev Info-Technology; Setting Up Parent Face to Face Conferences end of Sept.	Technology Integration	all	all	Title I,Local	6
08/23/2017		Continue RKD HB and Safety- Discipline ; 2 H Gradebook Training	Collaboration	all	all	Title I,Local	3
10/09/2017		AM - Disrict Staff Dev Day PM-eRTI and Interventions; PLC;SLO; VC2	Curriculum	all	all	Title I,Local	6

11/20/2017	08/14/2017	Hound Retreat -Data Review- Mission Vision Goals revisited;Sp Ed Accom Mods; Aca Voc;-Student EngagementPLC's Best Practices-Team Building- 21st Century Teacher new Millenials	Instruction	all	all	Title I,Local	6
11/21/2017	08/15/2017	Hound Retreat Day 2- HTP/Scholarly Habits;Setting an Academic routine -AVID-T L's	Assessment	all	all	Title I,Local	6
02/19/2018		Student Led Conferences 4th 5th& Parent Conferences	Collaboration	all	all	Title I,Local	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	82%	48%	83%	74%	76%	82%	47%	27%	85%
African-American	74%	21%	73%	62%	72%	65%	25%	10%	70%
Hispanic	83%	47%	85%	70%	74%	82%	49%	26%	85%
White	71%	71%	80%	84%	86%	92%	38%	29%	95%
Economically Disadvantaged	80%	45%	80%	66%	68%	80%	40%	21%	85%
Special Education	54%	32%	62%	44%	48%	56%	33%	8%	60%
At-Risk	70%	28%	75%	58%	58%	74%	32%	12%	62%
Limited English Proficient	81%	53%	80%	62%	63%	87%	50%	20%	65%
Asian	100%	100%	100%	89%	78%	100%	100%	80%	100%
American Indian	N/A	N/A	N/A	73%	58%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	100%	100%	75%	71%	100%	100%	100%	100%
Two or More	100%	75%	80%	80%	87%	100%	100%	100%	100%

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	86%	40%	80%	64%	62%	63%	32%	12%	65%
African-American	100%	50%	80%	53%	56%	40%	0%	0%	100%
Hispanic	86%	36%	80%	60%	59%	63%	33%	11%	65%
White	67%	50%	80%	72%	73%	60%	20%	20%	65%
Economically Disadvantaged	86%	30%	80%	56%	52%	52%	31%	17%	55%

Special Education	80%	60%	80%	33%	32%	8%	0%	0%	35%
At-Risk	81%	31%	80%	44%	37%	33%	10%	3%	40%
Limited English Proficient	100%	47%	85%	54%	49%	71%	14%	0%	52%
Asian	100%	100%	90%	85%	72%	100%	100%	50%	100%
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%	100%	0%	0%	100%
Two or More	100%	100%	80%	70%	76%	100%	100%	0%	100%

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	87%	48%	80%	79%	80%	89%	55%	30%	92%
African-American	68%	21%	80%	66%	72%	80%	35%	15%	85%
Hispanic	89%	48%	80%	77%	78%	89%	54%	29%	92%
White	76%	59%	80%	87%	88%	88%	67%	33%	92%
Economically Disadvantaged	87%	45%	80%	73%	73%	87%	50%	27%	90%
Special Education	68%	43%	75%	53%	56%	61%	36%	25%	64%
At-Risk	80%	31%	80%	67%	65%	80%	41%	19%	85%
Limited English Proficient	89%	64%	80%	73%	72%	97%	70%	43%	99%
Asian	100%	100%	90%	94%	86%	100%	100%	80%	100%
American Indian	N/A	N/A	N/A	78%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	100%	90%	80%	78%	100%	100%	100%	100%
Two or More	100%	75%	80%	82%	89%	100%	100%	100%	100%

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	79%	33%	80%	73%	76%	85%	41%	10%	88%
African-American	57%	0%	80%	59%	68%	86%	43%	29%	88%
Hispanic	79%	31%	80%	68%	73%	83%	36%	7%	85%
White	100%	86%	90%	84%	87%	100%	80%	20%	100%
Economically Disadvantaged	75%	31%	80%	65%	67%	85%	36%	9%	88%
Special Education	55%	36%	67%	44%	46%	60%	30%	0%	64%
At-Risk	64%	18%	70%	56%	59%	77%	25%	0%	80%
Limited English Proficient	82%	36%	85%	57%	58%	100%	78%	0%	100%
Asian	N/A	N/A	N/A	89%	75%	100%	100%	0%	100%
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	100%	50%	N/A	81%	86%	100%	100%	100%	100%

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%	95%	96%
Hispanic	95.6%	95%	95.3%	96%
White	96%	95.8%	95.1%	96%
Economically Disadvantaged	95.4%	94.4%	95%	96%
Special Education	94.5%	93.9%	93.8%	94%
Limited English Proficient	96.4%	95.8%	96.4%	97%
Asian	97.8%	96.8%	97.3%	98%
American Indian	95.3%	95.2%	N/A	N/A
Hawaiian Pacific Islander	95.5%	96.1%	93.6%	94%
Two or More	95.9%	96%	95.5%	96%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	1.03%	99%
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17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need :

1. Academic Performance for:
 - a)Special Education Population for math and reading/writing for specific TEKS.
2. Continue to review academic performance of subgroups At Risk, Sp Ed and All to close the gap in reading -math-writing and science.
3. Use of mini assessments - for little d data for each student - for progression measure.
4. Incorporate - math incentives and enrichment activities for students.

Goal : Provide research-based curriculum/interventions that are used for effective instructional practices at Driggers that helps increase rigor and increase the student engagement of ALL students in their daily learning.

Goal Details

Student Groups Impacted	All Students, African American, Special Education, At Risk, Eco-Dis, White, Hispanic, Homeless
Funding Needed	Local, Title II, Title III, State Compensatory, Other
Timeline for Implementation	<ol style="list-style-type: none"> 1. Provide effective instructional practices - Preview/Review-Structured Conversations-Instructional Rounds. 2. Grade Level Team;Bilingual;Sp Ed; Sp Ed Collab; Vertical Team Planning to review KUD's TEKS-Progress of students especially sp ed and Cadre Meetings. 3. Walk-throughs 4.Sp Ed reading - close the achievement gap from last year especially with 3rd to 4th and 4th to 5th as well as for Writing. 5. Use of Dialectical Journals for our 4th and 5th graders.
November Progress Check	Through collaborative meetings with Admin, Curriculum Specialists and teachers in PLC meetings curriculum/interventions designed for effective instructional practices have been put in place. Walk-troughs have continued by both Administrators.
March Progress Check	Administration, Curriculum Specialists and teachers, continue to work together using acquired data in PLC meetings to develop individualized curriculum/interventions designed to meet the needs of each classroom allowing effective instructional practices to continue to be put in place. Both Administrators continue to conduct frequent Walk-troughs and provide frequent feedback.

June Progress Check	When STAAR Data was received we completed a Special Education Population review for math and reading/writing. We reviewed specific TEKS and yearly sp ed information with sp ed teachers and coordinators looking at each student's needs. A 5th grade STAAR Blitz completed using 1st round test scores Walkthroughs and and reflective conferences were held until the last day of school Analysis of Campus Day Tutors was opened to help assess and validate reading and math needs for small identified groups of students.
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Activity 1

Activity	Driggers Grade Level to include Sp Ed -Bilingual and Sp Ed Collab Teachers will meet to review: their Professional Learning Activities Models KUD's -Progression of each student especially our subpopulations. LST to provide bilingual teachers with the information from TELPAS for each student and do Pre-view Review -ELPS's and continue training with our Bil Dept. Review with our Sp Ed Coordinator - Progression of students each 6 weeks- IEP/Goals/STAAR Ready Reading at K-2 - progress of students
Person Responsible	Grade Level Teachers Specialists Reading Math Science Administration .5 LST
Monitoring Measures	1. Accountability checks via timelines google docs for each gr level 2. Walkthroughs 3. Agendas 4. Book Study - Guided Math/Rdg 5. Individual Bilingual TELPAS Writing Folders with each teacher information.
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 8
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	<p>Rita Kay Driggers will provide opportunities for enrichment and intervention for all students with emphasis on our subpopulation especially sp ed by:</p> <p>a) AVID techniques -scholarly habits - evidence work</p> <p>b) Promote higher order thinking skills and vocabulary development</p> <p>c) Use of Research Based Interventions and Campus Day Tutors to increase comprehension and fluency.</p> <p>d) Use of innovative ways to support instruction and facilitate learning with the use of Technology</p>
Person Responsible	<p>Grade Level Teachers</p> <p>Specialists-Math, Reading, Science. AST</p> <p>Administrators</p> <p>Curr Specialists</p> <p>.5 LST</p> <p>Librarian</p> <p>CIT</p>
Monitoring Measures	<ol style="list-style-type: none"> 1. Google Docs information 2. DATA Reviewes 3. Interventions -eRTI 4. Enrichment groups 5. Teacher Observations 6. ALPHA Survey and Techniques 7. Technology Rubric
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 6, SWC 9
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

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Activity	Driggers will implement and promote the development of student leadership, critical thinking and self management skills by reviewing our QQ Techniques; Increased Vocabulary and build student leaders in goal setting-Student Council - Student Led Conferences.
Person Responsible	Counselors ALPHA and Grade Level Teachers Administration Cadre .5 LST
Monitoring Measures	1. Surveys 2. Walkthroughs 3. Sign in sheets for parent student led conferences face to face conferences 4. AVID Reflection 5. Teacher observations 6. Use of STAAR form -Instructional Decisions and Activities Plan of Action for our lowest TEKS.
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 6, SWC 9
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 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 :

- Use of quality Data to Drive Instruction
- a) Continue use of Data Analysis after every Topic Test in Math and Unit Genre Tests in Reading as well as IRI's and Writing Samples -Science Unit Tests to drive our Instruction- use of dialectical journals for reading and strategies to include Campus Day Tutor for Writing and small group guided reading enforced.
- b)Use of Interventions and Progress Checks
- c) Weekly meetings with our Specialists Math,Reading, Science to review the progress of students in need
- d)Grade Level/Sp Ed/ Bilingual/Sp Ed Collab Team Planning Days to review KUD's/Reflection,...master schedule for collab
- e) Use of guided reading and math and technological apps to help students succeed.

Goal : System Safeguards: Driggers will continue to expand initiatives to increase learning time and rigor in the classroom by providing meaningful lesson with technology as well and student engagement to include instructional rounds and reflection as well as parental involvement - school business and other innovative ideas (connect to the real world).

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, Hispanic
Funding Needed	Local, Title II, Title III, State Compensatory, Other
Timeline for Implementation	Title I September, 2017 - June, 2018
November Progress Check	Through collaborative meetings with Admin, Curriculum Specialists and teachers in PLC meetings data desegregation was completed. Utilizing it, effective instructional practices have been adjusted and put in place. Weekly grade level meetings take place with Admin and specialist participating.
March Progress Check	Administration and Curriculum Specialist continue to meet with the classroom teachers assessing data acquired from IRIs, writing samples, assessments and running records. This information is deciphered and used to develop rigorous lesson plans to address student needs in both Math and writing. Weekly grade level meetings continue to take place with Admin and specialist participating.
June Progress Check	An end of the year reflective Leadership meeting was held. In this meeting Administration, Curriculum Specialist, Classroom teachers and support staff assessed EOY data. This data consisted of 1st round 5th grade STAAR data, IRIs, writing samples, assessments and running records. This information will be used to develop rigorous plans to address student needs in Reading, Math and writing.

Activity 1

Activity	Driggers will use quality data to plan for the specific TEKS to be addressed and review the planning of lessons - PLC's to review - mini assessments and topic tests -to check for progression of students to include all students - with a focus on Special Education Reading.
Person Responsible	1. Grade Level Teachers 2. Cadre 3. Administration 4. .5 LST
Monitoring Measures	1. Driggers PLC Meetings 2. Data Review 3. Assessment results for students to include running records, IRI's, mini tests,...CDB results 4. Rubrics 5. Multiple Assessments-Technological as well
Title 1 Fund	Yes

Title 1 Campuses	SWC 2, SWC 8, SWC 9
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	To increase and maximize learning time for students - teachers will use structured groups to provide opportunities for students to close the achievement gap with a focus on Eco Dis Writing.
Person Responsible	<ol style="list-style-type: none"> 1. Grade Level Teachers 2. Cadre-Specialists 3. .5 LST 4. Administration
Monitoring Measures	<ol style="list-style-type: none"> 1. Data Review-look at data on shared drive 2. Structured Conversational 3. Assessment 4. Celebrations to motivate 5. Rubrics - Multiple Assessments 6. Reflection Surveys 7. Instructional Rounds Survey
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 8, SWC 9
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	Driggers will provide opportunities for students and parents to become aware of computer based programs for enrichment and intervention that can be used off campus and on campus- such as Imagine Math, AR, Class Dojo, Ready Rosie, I-Station, Lexia, Imagine Learning,...
Person Responsible	1. Grade Level Teachers 2. Librarian 3. Cadre - Specialists, AST 4. .5 LST 5. Administration
Monitoring Measures	1. Surveys 2. Ready Rosie sign up 3. Data on various computer programs
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 6, SWC 8, SWC 9
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 3

Need :

Increase Parental Involvement activities to include:

- a) Class Dojo by everyone
- b) Ready Rosie
- c) Family Academic Nights
- d) Student Led Conferences
- e) Set Parent Conferences in September
- f) Morning "Fireside Chats" with Principal/VP
- g) Morning Cafecitos where presenters will present on Topics from Parental Survey - in Spanish as well.
- h) Lunch & Learn Webinars - to help teachers -Book Study Understanding Poverty R.Payne

Goal :

Driggers will increase parental involvement in the school and at home by:
a) helping parents and guardians become aware of their child's progress by having face to face parent conferences and reviewing goals and data.
b) Continue parent volunteer efforts - ex.: WATCHD.O.G.S., Homeroom Parents, Volunteers,...
c) Providing strategies to parents/guardians during family/academic nights for them to help their children at home and with technological apps.
d) Providing Career and College Awareness Days

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, Hispanic, Homeless
Funding Needed	Local, State Compensatory, Other
Timeline for Implementation	T1 September, 2017-June, 2018
November Progress Check	WE have held 2 Counselor cafecitos and 1 Principal Cafecito so far. In addition we have held career Day, an evening Veterans Day Celebration, and 3 character Pep Rallies where our community has been invited.
March Progress Check	Since November we have had 1 Principal Cafecito, 3 PTA meetings with family engagement programs attached and a Spring carnival. In addition we have held a STAAR Parent night 2 character Pep Rallies which our community was invited too.

June Progress Check	<p>Parental Involvement activities to include Principal Cafecito, PTA meetings and other family engagement programs continued right up through the last day of school with the 5th grade ceremony.</p> <p>Events this year included:</p> <ul style="list-style-type: none"> Career Day Meet the Teacher Open House BooHoo Breakfast Honor America PTA Kinder Winter Program Leon Valley Earthwise Program Together We Sing 2nd Grade PTA Field Day Spring Fling Military Recognition Winter Social Bike Rodeo Kinder family night Science Discovery Fair 5th grade Flight Club - 1st grade Watch D.O.G.S. Pizza Kick-off Night Los Leones Art Show/Chalkfest Tech & Career Expo Art Extravaganza Fiesta De Colores Art Show Math Rocks Choir Peter Piper Night Kinder Peter Piper Night 4th Peter Piper Night 1st Caine's Night 3rd Caine's Night 2nd Caine's Night Pillar of Character Assembly x6 5th Grade Promotion Ceremony K-5 Grade Level Field Trips Solar Cars Races YGO Mother/Son Luncheon Special Olympics Parent Cafecito- Children of Character Parent Cafecito- Growth Mindset Coffee w/ the Principal x2 Family Literacy Presentation
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	5th grade ceremony
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Activity 1

Activity	Driggers will provide student led and parent conferences to increase parental involvement in their child's progress to include home visits when needed.
Person Responsible	1. Grade Level Teachers 2. Counselors 3. .5 LST 4. Administration 5. Cadre
Monitoring Measures	1. e-RTI Meetings 2. Gradebook documentation 3. Parent Conference Forms 4. Family Night Surveys
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 6
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	Driggers will enhance parental involvement activities at school to include Morning Cafecitos, WATCH D.O.G.S.; Pillar of Character Assemblies,Volunteers, Homeroom Parents,Family Nights, PTA, SAT,...Parents Under the Tent, Parent Conferences,...
Person Responsible	1. Grade Level Teachers 2. Cadre 3. Rotation Specialists 4. Administration 5. Counselors

Monitoring Measures	1. Surveys 2. Student Progression 3. Sign in sheets 4. Tech App Use (if sign up for Ready Rosie/Class Dojo, use of apps)-Reflection form
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 6, SWC 7
Promote Community Involvement	Objective 3. Establish and expand initiatives that promote effective community relations and meaningful two-way communication with all stakeholders.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Driggers will provide Family Literacy Workshops and Early Intervention for Pre-K and Kinder parents to enhance support of early literacy.
Person Responsible	1. Classroom Teachers 2. Cadre 3. .5 LST 4. Rotation Specialists 5. Counselors 6. Administration
Monitoring Measures	1. Surveys 2. Sign In Sheets 3. DATA- running records, IRI's etc.
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 6, SWC 7, SWC 8
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	

Promote a Safe Environment for Students and Staff	
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Activity 4

Activity	Driggers will provide career and college readiness as well as cultural awareness to students/parents by having Career and College Days as well as Jr. Achievement,...Days to promote awareness of the needs of the 21st century learner.
Person Responsible	1. Grade Level Teachers 2. Counselors 3. Cadre 4. Administration
Monitoring Measures	1. Surveys 2. Sign In sheets 3. Reflection Surveys
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 6, SWC 7, SWC 8
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 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 : Driggers will retain and hire quality staff by:
a) Reviewing T-TESS Learner Centered Teachers
b) Review T-TESS Rigorous Student Engagement
c) Review Planning KUD's and Timelines

Goal : Driggers will review T-TESS Rubric to effectively implement teacher quality effectiveness.
Driggers will provide staff development based on school needs- based off data and to provide team planning days to review KUD's and Timelines - PLC implementation - and SLO-VC#2.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, Hispanic, Homeless
Funding Needed	Local, Title II, Other
Timeline for Implementation	TI funds as well September, 2017 - June, 2018
November Progress Check	TTESS and walk-throughs observations continue with fidelity.
March Progress Check	Admin has completed TTESS observations for staff "On Year" and walk-throughs observations for all professional staff. Particular attention has been given to staff members who have struggled with preparing rigorous lessons/activities. Support in the form of has been provided as needed.
June Progress Check	Admin has completed all end of the year observations/evaluations on all staff who required them. Particular attention will be given to staff members who have struggled with preparing rigorous lessons/activities. Support will be planned and provided starting on day one 2018-19. New staff interviews are continuing to fill open allocations.

Activity 1

Activity	Driggers teachers will review T-TESS Rubric to enhance their teaching techniques to develop engaged learners in all grade levels and subjects.
Person Responsible	1. Grade Level Teachers 2. Cadre 3. Administration
Monitoring Measures	1. T-TESS Review 2. Faculty Surveys 3. Teacher Self - Reflection 4. Instructional Rounds 5. Walkthroughs
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 5
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	Driggers will provide high quality staff development based on the Driggers Needs Assessment and Data of each teacher and their goal setting implementation to include leaders of leaders and staff development that encourages self awareness and self initiative to grow in their profession.
Person Responsible	1. Administration 2. Cadre-Specialists, ASTS's 3. Grade Level Teachers 4. Counselors
Monitoring Measures	1. Data 2. Goal Setting by each teacher 3. Staff development needs assessment 4. Reflection
Title 1 Fund	Yes

Title 1 Campuses	SWC 2, SWC 4, SWC 8
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 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 5

Need : Driggers will continue to have a safe and orderly environment to enhance learning by:

- a) providing information on positive discipline
- b) reviewing implementing safety procedures with staff/community
- c) keeping parents informed of student progress for behavior and monitoring attendance.
- d) provide motivating/motivation opportunities for students,staff and the community by providing guest speakers, pep rallies, and community events.

Goal : Driggers will provide a safe and orderly environment in which to learn by providing AVID Techniques to students and parents and review goal setting and student progression on goals.

Goal Details

Student Groups Impacted	All Students, At Risk, Eco-Dis, Hispanic, Homeless
Funding Needed	Local, Title II, Title III, State Compensatory, Other
Timeline for Implementation	T I September, 2017-June, 2018
November Progress Check	AVID goal setting is addressed in class room weekly meetings.
March Progress Check	AVID goal setting continues to be a part of weekly class room meetings. Goals are discussed, analyzed and adjusted accordingly.
June Progress Check	AVID as a district plan is being discontinued. In anticipation of the 18-19 school year we will continue utilizing "Driggers Agendas" Agendas were ordered for each 4th and 5th grade student. Goal setting will reevaluated and continue with greater fidelity in 18-19.

Activity 1

Activity	Driggers will participate in a staff development that focus on students behavioral issues that may interfere with their academic learning- to enhance self awareness and maximize learning in the classroom without distractions to implement a higher standard of behavior.
Person Responsible	1. Counselors 2. Administration 3. Grade Level Teachers 4. Specialists 5. Parents/Community

Monitoring Measures	1. Discipline Data 2. e-RTI Meetings 3. Goal Setting 4. Surveys from staff development we will provide 5. YGC/YLC,... Surveys
Title 1 Fund	Yes
Title 1 Campuses	SWC 4, SWC 6, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 2. Implement, provide, and communicate programs that will ensure that students understand shared responsibility and have necessary coping skills.

Activity 2

Activity	Driggers will implement a safe and collaborative approach to the learning environment by making sure students are collaboratively working to problem solve and develop leadership skills to problem solve and self advocate.
Person Responsible	1. Counselors 2. Grade Level Teachers 3. Administrators 4. Students 5. Parents/Community Members
Monitoring Measures	1. Student Goal Setting 2. Self Monitoring Checklists - Reflection by students 3. Discipline Data 4. Surveys
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 4, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	

Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 4. Implement and promote a collaborative approach to school and community safety.

Activity 3

Activity	Driggers will continue to have a safe and orderly environment to enhance learning by providing motivating/motivation opportunities for students,staff and the community by providing guest speakers, pep rallies and community events.
Person Responsible	<ol style="list-style-type: none"> 1. Counselors 2. Grade Level Teachers 3. Administrators 4. Students 5. Parents/Community Members
Monitoring Measures	<ol style="list-style-type: none"> 1. Student Goal Setting 2. Student reflection 3. Discipline Data 4. Surveys
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 6
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 : Driggers will provide schoolwide opportunities to be healthy and active citizens by posting nutritional information for all students, smart eating habits, and have a Health & Wellness Night.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, Hispanic, Homeless
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Funding Needed	Local, Other
Timeline for Implementation	September, 2017-June, 2018
November Progress Check	Plans are underway for our Health and Wellness Family night scheduled for Jan 12, 2018
March Progress Check	A successful Health and Wellness Family night was held on scheduled for Jan 23, 2018. We are already planning for a bigger and better program next year.
June Progress Check	Discussion was had to provide added school-wide opportunities for Health & Wellness. One activity we will pursue will be a community wide event where we invite the community out one night for a health exercise based event.

Activity 1

Activity	Driggers will provide a Health & Wellness Night to review healthy living styles, tips to stay healthy as well as eating healthy.
Person Responsible	1. PE Teachers 2. Grade Level Teachers 3. Administration 4. Rotation Specialists
Monitoring Measures	1. Surveys 2. Parent sign in sheets
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 10
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 3. Implement, provide, and maintain instructional facilities that support a safe, healthy, and comfortable learning environment in a growing community.

Activity 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	
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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	