



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

ELROD ELEMENTARY SCHOOL

2017-2018

ELROD ES

Needs Assessment 2017-2018

Process

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

On Feb 15, 2016, Elrod staff and administration met to review the historical data with a focus on Writing, Math, Science, and Reading. The staff was split into vertical teams to discuss strengths, weaknesses, and trends. Staff members wrote down school/curriculum concerns.

Grade level teams were given information from this meeting as well as the 4 Objective and Activities. The teams collaborated and presented their findings at 4 various after school meetings. The staff selected which item under the objective was most relevant to school improvement. The Elrod Leadership Team met 2 more times after the general staff had written down an objective and goal for each priority goal.

Administration met in May and June with Reading Specialist and Math Specialist to review the final SIP.

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 type="checkbox"/> Other	
Findings	At-Risk scores lower than Economically Disadvantage Targeted interventions are needed for special population groups Academic gap between general population and special population

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	Attendance - 510 students enrolled with a 96.4% daily attendance rate Science: increase in scores from CBD #1 to CDB#2; Weak in Earth Science Reading: At-risk frequently scores lower than eco-dis Writing: Needs and focus Expository and Editing Math: Academic gap between General Education and Special Populations

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	Balance in the distribution of leadership and responsibilities. Continue to have teacher input via surveys/feedback questioners. Elicit more parental participation.

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	Our funds continue to be limited each year. Small group tutoring is the single most effective learning improvement method we have used. It allows us to focus on the skills that are most needed by individual students. Will find ways for rotation specialists to provide more small group tutorials/learning time. School wide intervention time will be implemented.

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	5 PTA evening meetings with programs were conducted 2 PTA evening meetings with Bookfair 1 PTA evening meeting with technology awareness for parents 1 PA evening meeting with Ronald McDonald Friend Awareness PTA Newsletter and posted on website Walkathon and Eagle-Fest with PTA and Business Partners Volunteer Appreciation Luncheon

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	Increase participation with extra-curricular activities. Art has accumulated 40 awards from various organizations. Book clubs, Kinder dance, robotics recycling, and math club were chartered this year with much success. Staff attendance was recognized by administration.
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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

Findings	We have a consistently high teacher/staff retention rate. Staff requested more professional development time to align lessons with new textbooks. Special ed staff requested more professional development for entire faculty to better understand how Collaborative Setting works. Guided Math and Reading were implemented
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Priority Needs

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

Priority Need 1

Increase overall campus writing score as well as score above district average

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

Priority Need 2

Increase scores for At-Risk and Economically Disadvantage students

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

Priority Need 3

Campus wide intervention time to meet the needs of learners based on formal and informal data.

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

Priority Need 4

Continue to develop student interest in learning by use of clubs to promote reading, math, science, writing.

CSF 1 Academic Performance
CSF 5 Family and Community Engagement
CSF 6 School Climate

Priority Need 5

Utilize staff to improve on current Safety Plan.

CSF 3 Leadership Effectiveness
CSF 6 School Climate

CAMPUS: ELROD 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		Data Review, T-TESS Refresher	Curriculum	All Staff			
08/22/2017		Gradebook, Reading 411, Math 411, PRC Review,	Instruction	All Staff			
08/23/2017		First Day Procedures, Crisis Handbook, Spec Ed, 504	Instruction	All Staff			
10/09/2017		SIP Progress, writing collaboration, T-TESS Goals	Curriculum	All Staff			
11/20/2017		Teacher Choice					
11/21/2017		Teacher Choice					
02/19/2018		SIP progress, eRTI, 504, T-TESS Goals	Instruction	All Staff			

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%	49%	80%	74%	76%	83%	47%	26%	84%
African-American	82%	36%	80%	62%	72%	89%	56%	56%	90%
Hispanic	82%	47%	80%	70%	74%	81%	45%	24%	82%
White	83%	54%	83%	84%	86%	88%	52%	28%	89%
Economically Disadvantaged	73%	35%	80%	66%	68%	79%	41%	23%	80%
Special Education	48%	26%	60%	44%	48%	47%	32%	5%	50%
At-Risk	64%	22%	60%	58%	58%	67%	17%	6%	70%
Limited English Proficient	83%	17%	85%	62%	63%	83%	67%	33%	85%
Asian	N/A	N/A	N/A	89%	78%	100%	50%	0%	100%
American Indian	N/A	N/A	N/A	73%	58%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	71%	N/A	N/A	N/A	N/A
Two or More	88%	75%	90%	80%	87%	100%	57%	43%	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	64%	35%	70%	64%	62%	64%	33%	10%	65%
African-American	60%	40%	65%	53%	56%	N/A	N/A	N/A	N/A
Hispanic	61%	32%	67%	60%	59%	69%	32%	10%	70%
White	76%	41%	80%	72%	73%	38%	25%	6%	45%
Economically Disadvantaged	58%	26%	60%	56%	52%	66%	27%	5%	70%

Special Education	33%	25%	65%	33%	32%	50%	33%	17%	55%
At-Risk	33%	6%	45%	44%	37%	30%	9%	0%	40%
Limited English Proficient	100%	0%	80%	54%	49%	50%	50%	0%	50%
Asian	N/A	N/A	N/A	85%	72%	N/A	N/A	N/A	N/A
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%	N/A	N/A	N/A	N/A
Two or More	100%	67%	90%	70%	76%	100%	100%	50%	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	Approaches Standard	Approaches Standard	
All Students	84%	52%	86%	79%	80%	85%	57%	30%	87%
African-American	73%	45%	75%	66%	72%	89%	67%	44%	90%
Hispanic	83%	49%	85%	77%	78%	85%	55%	25%	87%
White	90%	63%	90%	87%	88%	84%	61%	45%	85%
Economically Disadvantaged	75%	32%	77%	73%	73%	79%	52%	26%	80%
Special Education	44%	30%	60%	53%	56%	68%	53%	21%	70%
At-Risk	65%	27%	70%	67%	65%	78%	35%	11%	80%
Limited English Proficient	67%	33%	70%	73%	72%	67%	50%	33%	70%
Asian	N/A	N/A	N/A	94%	86%	100%	50%	0%	100%
American Indian	N/A	N/A	N/A	78%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	80%	78%	N/A	N/A	N/A	N/A
Two or More	100%	75%	90%	82%	89%	86%	57%	57%	88%

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	Approaches Standard	Approaches Standard	

All Students	65%	20%	75%	73%	76%	80%	44%	18%	82%
African-American	60%	20%	70%	59%	68%	60%	40%	0%	65%
Hispanic	60%	10%	75%	68%	73%	79%	40%	15%	80%
White	88%	56%	90%	84%	87%	89%	50%	28%	90%
Economically Disadvantaged	41%	6%	60%	65%	67%	78%	37%	19%	80%
Special Education	11%	11%	50%	44%	46%	44%	33%	22%	50%
At-Risk	47%	3%	50%	56%	59%	65%	14%	2%	70%
Limited English Proficient	N/A	N/A	N/A	57%	58%	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	89%	75%	N/A	N/A	N/A	N/A
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	50%	0%	50%	81%	86%	100%	100%	67%	100%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	96%	96%
African-American	95.4%	95.8%	97.5%	97%
Hispanic	95.6%	95%	95.8%	95%
White	96%	95.8%	96.1%	96%
Economically Disadvantaged	95.4%	94.4%	95.7%	96%
Special Education	94.5%	93.9%	93.8%	94%
Limited English Proficient	96.4%	95.8%	95%	95%
Asian	97.8%	96.8%	97.1%	97%
American Indian	95.3%	95.2%	98.3%	98%
Hawaiian Pacific Islander	95.5%	96.1%	100%	97%
Two or More	95.9%	96%	97.5%	97%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	1.15%	1%
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17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : Increase overall campus writing score as well as score above district average

Goal : Campus will increase 4th grade CDB writing scores compared to last year's scores.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	Implementation to increase 4th grade writing scores begins when the 17-18 school year begins.
November Progress Check	Teacher created assessments have been created and utilized for the formal assessment of improving writing. CDB's have not been administered. Ongoing
March Progress Check	Include CDB scores and intervention plan that was created.
June Progress Check	Overall campus STAAR writing score increased from a 64% to 68%. Overall 4th grade writing score was 8% higher than the district. There was a 3% increase in students meeting standard but 2% decrease in mastery. Adjust writing goal for next year to include the implementation of Lucy Calkins' Unit of Study for school wide focus in writing.

Activity 1

Activity	Follow data protocol to disaggregate data. Teachers will use relevant data from assessments including CDBs, teacher created assessments, formal and informal assessments, and other measureable assessments for planning instruction.
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Person Responsible	Grade level teachers, Literacy Leader, Administration
Monitoring Measures	Lesson plans, student writing samples, student scores
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	Student will track progress using goal setting techniques in dream folder.
Person Responsible	Student, teacher, administration
Monitoring Measures	As assessment arises. Administration will discuss with student their progress and goals.
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	Teachers will collaborate in PLC about grade level writing expectations and ensure alignment.
Person Responsible	Grade level teachers, Literacy Leader, Administration
Monitoring Measures	Every 9 weeks
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 2

Need : Increase scores for At-Risk and Economically Disadvantage students

Goal : Close the gap between general education and economically disadvantage students in Science (5th grade) lower than 10%. The score will be at 72% or higher.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	Will begin the start of 17-18 school year.

November Progress Check	Ongoing * RAFT, Scopes, STEMScopes, Mentoring Science Workbook, AIMS Experiments, Uncovering Student Ideas in Science, CMS Assessments for progressing * CMS, Collab. sheets, mini assessments, teacher credit common & formal assessments provides immediate feedback for administration and we use CMS data to determine student needs *Our folders contain, conference forms, IRI, writing samples, all common & formal assessments, all this data is used to lead students set goals every nine weeks and determine individual needs
March Progress Check	Include CDB data meeting and planning adjustment to intervention groups for targeted instruction
June Progress Check	Overall scores for Science = 75%. Economically disadvantaged students scored 74%. In general scores for 5th grade science went down 5% from previous year. Within this year's cohort the gap between general education and economically disadvantaged was less than 10%. Students not identified as economically disadvantaged scored at 76%. This is 2% lower than economically disadvantaged students. May want to reconsider this goal to include larger population due to decrease in overall scores.

Activity 1

Activity	Teacher disaggregated data from district benchmarks to determine areas of need and progress monitor Eco Dis students.
Person Responsible	Teacher, Administration, Academic Specialists
Monitoring Measures	9 week progress check
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Teachers creating diagnostic benchmarks to target areas of need: use data to make adjustments in instruction.
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Person Responsible	Teacher, Administration, Academic Specialists
Monitoring Measures	9 week progress check
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	Dream folders where students monitor and track their progress.
Person Responsible	Teacher, students
Monitoring Measures	9 week progress check
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	Teachers will discuss with administration (PLC) the progress of the economically disadvantage students as well as instructional and pedagogical practices.
Person Responsible	Teachers, Administration
Monitoring Measures	CDB, common assessments
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	Use of Stemscope to enrich curriculum.
Person Responsible	Teachers
Monitoring Measures	Monthly check
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 : Campus wide intervention time to meet the needs of learners based on formal and informal data.

Goal : Student achievement should improve with designated intervention time for primary and intermediate grade levels.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	Begin implementation September of 17-18 school year
November Progress Check	Ongoing Teachers assess students on a skill. Re teach skill at a deeper level and retest on the same material to monitor progress. Pre and Post assessments are in progress and will continue and be monitored throughout the year.
March Progress Check	Ongoing Teacher continue to asses students on skills. Reteach and retest same material to monitor progress. Pre and post assessments are in progress and will continue to monitor through the rest of the year.
June Progress Check	

Activity 1

Activity	Designate time frame for intervention. Kinder, 1st, and 2nd will be from 8:00 AM till 8:25 AM. 3rd, 4th, and 5th will be 2:15 PM to 2:45 PM. Utilization of technology, academic specialists, rotation specialists, and other support will be provided as per schedule.
Person Responsible	Teachers, Academic Specialists
Monitoring Measures	May
Title 1 Fund	
Title 1 Campuses	

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

Activity 2

Activity	Teachers will determine students base line by use of a pre-assessment and compare to post-assessment score.
Person Responsible	Teachers, Administration
Monitoring Measures	May
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 4

Need : Continue to develop student interest in learning by use of clubs to promote reading, math, science, writing.

Goal : Maintain current clubs (Magic Tree House Reading Club, Math Enrichment, Robotics, etc...)to meet at least 6 times a year to provide students with enrichment activities.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	All year
November Progress Check	Ongoing Young Astronauts met 9 times for 2017-18 SY Safety Patrol meets weekly throughout the year 30 times. Solar car team has not met this year 2017-2018 Flight Club met 8 times from Oct.-Dec Cardboard Arcade will take place in the Spring over a 10 week period.
March Progress Check	Cardboard Arcade is in the process of meeting. In addition, Coding Club for 4th and 5th grade will be meeting for 8 weeks.
June Progress Check	

Activity 1

Activity	Sponsors will meet with designated activities to promote enrichment in after school activities. Each sponsor will make an attempt to collaborate with outside source to promote community awareness and develop/maintain school relationship.
Person Responsible	Club Sponsor
Monitoring Measures	Every 9 weeks, sign in sheet
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	
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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 : Utilize staff to improve on current Safety Plan.

Goal : School staff will provide input regarding school safety plan (in spring).

Goal Details

Student Groups Impacted	All Students
Funding Needed	

Timeline for Implementation	2 times per year
November Progress Check	In progress
March Progress Check	In progress
June Progress Check	

Activity 1

Activity	Staff will complete a survey on school safety.
Person Responsible	Campus administration
Monitoring Measures	Survey
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 : Promote fitness and community health opportunities.

Goal Details

Student Groups Impacted	All Students
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Funding Needed	
Timeline for Implementation	17-18 school year
November Progress Check	In progress (Activity 1 and 3) Completed- Activity 2
March Progress Check	In progress Activity 3 completed
June Progress Check	

Activity 1

Activity	Students participate in Elrod's Apex Fun Run.
Person Responsible	PTA
Monitoring Measures	PTA
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	Promote students to participate in the Go Kids Challenge.
Person Responsible	Gym Teacher, Teachers
Monitoring Measures	May
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	Heroes For Health
Person Responsible	PE teacher, administration
Monitoring Measures	Once a year
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	Bike Rodeo
Person Responsible	PE teacher and teachers
Monitoring Measures	Once a year

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	