



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

ESPARZA ELEMENTARY SCHOOL

2017-2018

ESPARZA ES

Needs Assessment 2017-2018

Process

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

5/15/17: Conducted Comprehensive Needs Assessment with entire Leadership Team. Reviewed data based on Critical Success Factors and identified campus needs. Drafted goals based on needs.

5/22/17: Shared goals with entire faculty. Faculty conducted modified "SWOT" analysis; identified strengths and needs/next steps for each goal.

Data and Campus Practices Review

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

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

CSF 1: Academic Performance	
Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.	
<input checked="" type="checkbox"/> STAAR/EOC/TAKS	
<input type="checkbox"/> Regression graphs	
<input checked="" type="checkbox"/> Student demographics	
<input type="checkbox"/> Special populations enrollment, performance, and LRE	
<input checked="" type="checkbox"/> TELPAS	
<input 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 Tejas LEE, IRI, TPRI	
Findings	<p>Reading- 4th and 5th SpEd scores below district. Gap in 4th between school and district gets wider. 3rd & 4th continue to struggle to meet standard of 60%. TPRI- below district (K-2). Tejas Lee-above district (K-2) 1st-4th below district in IRIs. K & 5 above district.</p> <p>Writing- 4th gr below district by 1%</p> <p>Science- Performed above district except for SpEd</p> <p>Math- 2nd & 3rd Math (Eng) performance decreased throughout the year. Gap in 4th between school and district gets wider. 3rd & 4th continue to struggle to meet standard of 60%.</p>

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

Findings	Data review conducted at beginning and end of year. Campus protocol: review scores compared to cohort, compare to district, look at individual teachers, find TEKS most missed. Attendance data collected - drives funding and instruction. Communicated with parents. Grades/CDBs drive instruction. Lack of follow up/accountability. Behavior data is collected/reviewed.
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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

<input type="checkbox"/> Other	
Findings	Completed Comprehensive Needs Assessment. Data for this CSF was not reviewed at this time.

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 type="checkbox"/> Response to Intervention	
<input type="checkbox"/> Interventions implementation and effectiveness	
<input checked="" type="checkbox"/> Student identification for increased learning time	
<input type="checkbox"/> Tutorials	
<input type="checkbox"/> Other	
Findings	<p>Current campus schedule: Interventions, conference. Schedule does not allow for ILD for teachers. Schedule is flexible for lower grades.</p> <p>Identifying students in need: Rtl, student tracking sheet, CDB data, prior STAAR scores, teacher info.</p> <p>Morning interventions, tech tutoring, reading specialists, tutors.</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 type="checkbox"/> Communication	
<input type="checkbox"/> Family and community activities	
<input type="checkbox"/> Family and community input	
<input type="checkbox"/> Family and community services	
<input checked="" type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	
Findings	Completed Comprehensive Needs Assessment. Data for this CSF was not reviewed at this time.

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

Findings

Completed Comprehensive Needs Assessment. Data for this CSF was not reviewed at this time.

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	<p>Curriculum is being implemented, but not always with fidelity. Can be seen through work samples, data, and assessments.</p> <p>Strategies are aligned using timelines, KUDs. There is a need to develop more consistent use of strategies across the campus.</p> <p>Effective teacher planning: designated planning time, guidelines, collaboration with team. No follow up with teacher planning. Not all team members collaborate effectively. Lack of consistency between grade levels.</p>
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Priority Needs

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

Priority Need 1

Lack of consistency in team planning.
CSF 4 Increased Learning Time

Priority Need 2

Lack of ongoing assessment and follow up.
<p>CSF 2 Use of Quality Data to Drive Instruction</p> <p>CSF 4 Increased Learning Time</p>

CAMPUS: ESPARZA 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	08/23/2017	Julie Harris-Stern on Effective Team Planning / Formative Assessment	Curriculum	All Prof. Staff	All Students	Title I	
08/22/2017	08/24/2017	Rtl Review / Team Planning	Instruction	All Prof. Staff	All Students	Title I	
08/23/2017	08/25/2017	Rotation Stations - eRtl Refresher training, T-TESS, Curric. Updates by Specialists	Curriculum	All Prof. Staff	All Students	Title I	
10/09/2017		Fall Parent Conferences	Instruction	All Prof. Staff	All Students	Title I	
11/20/2017		Teacher Choice	Instruction	All Prof. Staff	All Students		
11/21/2017		Teacher Choice	Instruction	All Prof. Staff	All Students		
02/19/2018		Spring Parent Conferences	Assessment	All Prof. Staff	All Students	Title I	

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	75%	41%	80%	74%	76%	64%	38%	18%	70%
African-American	67%	17%	80%	62%	72%	57%	14%	0%	65%
Hispanic	75%	41%	80%	70%	74%	63%	37%	17%	70%
White	71%	57%	80%	84%	86%	88%	75%	63%	93%
Economically Disadvantaged	73%	38%	80%	66%	68%	59%	34%	14%	65%
Special Education	42%	19%	50%	44%	48%	17%	11%	0%	30%
At-Risk	66%	30%	75%	58%	58%	59%	31%	11%	65%
Limited English Proficient	72%	34%	80%	62%	63%	64%	35%	11%	75%
Asian	100%	0%	100%	89%	78%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	N/A	73%	58%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	67%	67%	80%	75%	71%	N/A	N/A	N/A	N/A
Two or More	100%	75%	100%	80%	87%	100%	100%	33%	40%

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	65%	31%	75%	64%	62%	58%	24%	4%	65%
African-American	50%	0%	100%	53%	56%	33%	0%	0%	45%
Hispanic	63%	30%	75%	60%	59%	58%	24%	3%	65%
White	100%	67%	75%	72%	73%	0%	0%	0%	70%
Economically Disadvantaged	63%	27%	75%	56%	52%	53%	16%	1%	65%

Special Education	36%	27%	50%	33%	32%	40%	20%	0%	45%
At-Risk	55%	23%	65%	44%	37%	52%	16%	0%	57%
Limited English Proficient	61%	30%	75%	54%	49%	65%	19%	0%	70%
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	100%	0%	100%	67%	50%	N/A	N/A	N/A	N/A
Two or More	100%	50%	100%	70%	76%	100%	100%	50%	N/A

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	80%	46%	90%	79%	80%	76%	43%	21%	85%
African-American	83%	0%	90%	66%	72%	86%	43%	0%	90%
Hispanic	80%	45%	90%	77%	78%	75%	42%	21%	80%
White	86%	86%	90%	87%	88%	100%	88%	50%	100%
Economically Disadvantaged	78%	41%	90%	73%	73%	74%	40%	18%	75%
Special Education	46%	27%	60%	53%	56%	36%	25%	0%	40%
At-Risk	74%	33%	85%	67%	65%	73%	37%	15%	75%
Limited English Proficient	76%	35%	85%	73%	72%	76%	36%	13%	80%
Asian	100%	100%	100%	94%	86%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	N/A	78%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	67%	33%	80%	80%	78%	N/A	N/A	N/A	N/A
Two or More	75%	75%	85%	82%	89%	100%	100%	67%	N/A

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	88%	55%	95%	73%	76%	84%	47%	23%	90%
African-American	100%	0%	100%	59%	68%	100%	67%	0%	100%
Hispanic	88%	54%	95%	68%	73%	83%	45%	25%	90%
White	100%	100%	100%	84%	87%	100%	100%	0%	100%
Economically Disadvantaged	87%	54%	95%	65%	67%	83%	41%	21%	85%
Special Education	40%	20%	60%	44%	46%	36%	36%	0%	40%
At-Risk	83%	38%	90%	56%	59%	78%	31%	16%	80%
Limited English Proficient	81%	35%	90%	57%	58%	76%	28%	7%	80%
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	100%	0%	100%	75%	93%	N/A	N/A	N/A	N/A
Two or More	100%	100%	100%	81%	86%	100%	100%	0%	N/A

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	95.9%	97%
African-American	95.4%	95.8%	98%	99%
Hispanic	95.6%	95%	95.8%	97%
White	96%	95.8%	96.6%	98%
Economically Disadvantaged	95.4%	94.4%	95.6%	97%
Special Education	94.5%	93.9%	93.9%	95%
Limited English Proficient	96.4%	95.8%	96.5%	97%
Asian	97.8%	96.8%	98.1%	99%
American Indian	95.3%	95.2%	N/A	95%
Hawaiian Pacific Islander	95.5%	96.1%	100%	95%
Two or More	95.9%	96%	98.5%	99%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	1.36%	1%
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17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : Lack of consistency in team planning.

Goal : Design and implement campus-wide expectations for team planning to be utilized at 100% of team planning meetings.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, ELL, Hispanic
Funding Needed	Local, Other
Timeline for Implementation	Expectations will be developed by the first day of school to be carried out until the end of the school year.
November Progress Check	Expectations of team plannings are clear. Staff knows responsibilities. Norms were developed and reviewed at each team planning session. Grade level team planning norms are also reviewed before each session. Teams have not yet met to review vertical alignment of TEKS. Grade level teams will meet once in January and once in February to ensure we do make the time to meet in vertical teams. Specialists will identify an area of need based on current data and see how that area progresses through each grade level. Resources are needed to implement during effective team planning and incorporate them into great lessons.
March Progress Check	<p>Effective team plannings are moving forward smoothly and now transitioning towards a full PLC. We still continue to review norms before each session to ensure we are carrying out with fidelity. The campus completed one vertical alignment of Reading TEKS Figure 19 in January. Resources/ordered have been created to implement during each lesson.</p> <p>System Safeguards progress includes collaboration during PLCs & Effective team planning every Monday with Special Education teachers and Special Education coordinator. Content Area Specialists support planning as well. Designing protocols to analyze student group data for Writing and Special Ed Reading and Math.</p>

June Progress Check	<p>Team planning was very effective this year. All expectations were met by February. The campus moved forward with 100% PLC agendas. The critical 4 questions were addressed. We are looking into making sure all 4 questions are addressed within the lesson plans for next school year so that it can easily into guided groups on what to do when students don't get it and what to do when they do get it.</p> <p>System Safeguards progress continued with collaboration during PLCs and Effective team planning every Monday with Spec ed teachers and spec ed coordinator. Content area specialists continued to support planning.</p>
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Activity 1

Activity	System Safeguard: Design expectations for planning to include, frequency and staff responsibility during planning with a focus on Writing and Special Education students in Reading and Math.
Person Responsible	Leadership Team
Monitoring Measures	Completed plan Admin observation of planning
Title 1 Fund	
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 2

Activity	Provide monthly opportunities for staff to review vertical TEKS.
Person Responsible	Admin Classroom Teachers Academic Specialists
Monitoring Measures	Calendar to include dates
Title 1 Fund	

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	Incorporate academic materials/resources into campus wide team lesson planning to have effective lessons.
Person Responsible	Admin Classroom Teachers Academic Specialists
Monitoring Measures	Lesson plans on the Google Drive show materials/resources incorporated in lessons Walkthroughs show the materials/resources being utilized. Observations show the materials/resources being utilized.
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	Staff development will be provided to learn how to effectively plan as a team and how to move towards Professional Learning Communities (PLCs).
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Person Responsible	Admin Classroom Teachers Academic Specialists
Monitoring Measures	Sign in sheets ERO Calendar dates for training
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	Parental and family engagement to include opportunities to show/model for parents what effective lessons / materials & resources are available to students.
Person Responsible	Admin Parent and Family Liaison Classroom Teachers Academic Specialists TSS
Monitoring Measures	Cafecito agendas Family nights Sign in sheets Master calendar dates
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 : Lack of ongoing assessment and follow up.

Goal : Design and implement campus-wide expectations for ongoing formative assessments by the first day of school to be implemented on a monthly basis.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, ELL, Hispanic
Funding Needed	Local, Other
Timeline for Implementation	Expectations will be developed by the first day of school to be implemented until the end of the school year.
November Progress Check	Grade level teams are comfortable with building their own common assessments. Grade level teams then meet on Wednesdays to analyze the data and move forward with planning lessons and providing interventions through small groups. Teams have also worked with specialists to create assessments.
March Progress Check	Formative assessments continue to be implemented on a regular basis to get immediate feedback from the students. Some grade levels are good with analyzing their own data and are moving away from being dependent from Specialists analyzing their data. If teams still depend on the specialists to analyze the data for the teams, the specialists meet with them within days so that time is not wasted to then focus on re-teaching and re-assessing the students before moving on in the timeline.
June Progress Check	Formative assessments continued throughout the year. Grade levels learned to analyze their own data and move forward with planning. Specialists are good with providing the teams with resources to move forward with effective lessons after reviewing the weak areas on assessments.

Activity 1

Activity	Provide professional development on creating formative assessments.
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Person Responsible	Admin Academic Specialists
Monitoring Measures	Sign In sheet
Title 1 Fund	
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	Design expectations, to include frequency, for formative assessments by grade level.
Person Responsible	Specialists, Team Leaders, Admin
Monitoring Measures	Completed expectations
Title 1 Fund	
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 3

Activity	Collect and provide feedback on formative assessments.
Person Responsible	Admin
Monitoring Measures	Formative assessment samples
Title 1 Fund	
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 4

Activity	Provide days for data reviews to analyze data and provide feedback on formative assessments.
Person Responsible	Academic Specialists Classroom Teachers
Monitoring Measures	Agendas for data reviews Item Analysis shows student progress. Lesson plans are adjusted based on data from assessments. Lesson plans show weekly formative assessments.
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 : Provide multiple opportunities throughout the school year for students, families, and staff to participate in physical fitness activities.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	Throughout the 2017-18 school year.
November Progress Check	Continue to provide multiple opportunities throughout the school year for students, families, and staff to participate in physical fitness activities.

March Progress Check	Jump rope for heart was held March 19 - March 30th. Continued physical fitness tests throughout the year.
June Progress Check	Jump rope for heart was held during the week of March 19 - March 30th. We will continue physical fitness tests for next year.

Activity 1

Activity	Jump Rope for Heart
Person Responsible	PE Teacher
Monitoring Measures	Participation and feedback
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	