



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

EXCEL ACADEMY

2017-2018

EXCEL ACADEMY

Needs Assessment 2017-2018

Process

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

The following people met to discuss the Campus Needs Assessment:

- Instructional Assistants
- Registrar
- Communities in Schools Site Coordinators
- Students
- Teachers
- Counselor
- Principal

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.

| | |
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| 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 type="checkbox"/> STAAR/EOC/TAKS | |
| <input type="checkbox"/> Regression graphs | |
| <input type="checkbox"/> Student demographics | |
| <input type="checkbox"/> Special populations enrollment, performance, and LRE | |
| <input 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 GradPoint (Online Curriculum) | |
| Findings | <ul style="list-style-type: none"> - Individualized testing - Each class is broken into modules with pre-tests to individualize and tailor instruction. - The student takes exactly what is needed, thus increasing performance in a timely manner. - Prescriptive instruction keeps students motivated. - Contracts hold students accountable. - Students are progressing through Government and Economics faster with the elimination of a pretest at the beginning of each module. - Students are progressing through English faster with an adjustment made to the testing procedures. |

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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. |

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| <input type="checkbox"/> Student attendance |
| <input type="checkbox"/> Discipline |
| <input type="checkbox"/> Grades |
| <input type="checkbox"/> CDBs |
| <input type="checkbox"/> Common Assessments |
| <input checked="" type="checkbox"/> Other Communication Log |
| Findings |
| <ul style="list-style-type: none"> - Communication log database is accessible by each staff member and continuously updated every day. - Provides each staff member with information they need about each student to make an impact - Streamlines communications for all stakeholders. |

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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. | |
| <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 type="checkbox"/> Master schedule | |
| <input type="checkbox"/> Teacher and parent surveys | |
| <input type="checkbox"/> Other | |
| Findings | <ul style="list-style-type: none"> - We are a small campus so every teacher is involved in every aspect of the campus. - Teachers are managed on a regular basis. - Work in collaboration with the counselor to share some of the administrative duties. - Weekly staff meetings are beneficial. |

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| CSF 4: Increased Learning Time |
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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
- Tutorials
- Other Flexible School Attendance Schedule

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| Findings | <p>The nature of our school is designed to assure student and attendance flexibility.</p> <ul style="list-style-type: none"> - Students must attend a minimum of four consecutive hours a day - Students are able to choose which hours they would like to attend based on their needs - Our schedule is set up in such a way that students have 41 hours a week of uninterrupted instruction time to complete their work as where comprehensive schools offer 35 hours a week - Students are allowed to eat in their classroom maximizing their time |
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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.

- Communication
- Family and community activities
- Family and community input
- Family and community services
- Second language communication
- Other

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| Findings | <p>Communities in Schools:</p> <ul style="list-style-type: none"> - Crisis Counseling - San Antonio Food Bank Backpack Program - Mobile Food Pantry - Texas Workforce Solutions - College/FAFSA Information Drive Thru |
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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

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| <input type="checkbox"/> Parent surveys | | |
| <input checked="" type="checkbox"/> Student surveys or panels | | |
| <input checked="" type="checkbox"/> Discipline | | |
| <input checked="" type="checkbox"/> Student attendance | | |
| <input type="checkbox"/> Extra-curricular activities and clubs | | |
| <input type="checkbox"/> Other | | |
| <table border="1"> <tr> <td style="width: 10%;">Findings</td> <td> <p>Students</p> <ul style="list-style-type: none"> - Reduced discipline referrals. - Increased amount of credits earned. - Increased number of graduates. - Open communication with parents. Personal phone call is made to parent/guardian on each absence. - Pizza parties. - Food, snacks and paper products available to students. - Incentives <p>Teachers</p> <ul style="list-style-type: none"> - Beginning/end of the year celebration. - Treat office staff to a meal on their national day of recognition. - Staff is supported by other staff members outside of school environment. - Complimentary paper products, snacks and coffee all year long. </td> </tr> </table> | Findings | <p>Students</p> <ul style="list-style-type: none"> - Reduced discipline referrals. - Increased amount of credits earned. - Increased number of graduates. - Open communication with parents. Personal phone call is made to parent/guardian on each absence. - Pizza parties. - Food, snacks and paper products available to students. - Incentives <p>Teachers</p> <ul style="list-style-type: none"> - Beginning/end of the year celebration. - Treat office staff to a meal on their national day of recognition. - Staff is supported by other staff members outside of school environment. - Complimentary paper products, snacks and coffee all year long. |
| Findings | <p>Students</p> <ul style="list-style-type: none"> - Reduced discipline referrals. - Increased amount of credits earned. - Increased number of graduates. - Open communication with parents. Personal phone call is made to parent/guardian on each absence. - Pizza parties. - Food, snacks and paper products available to students. - Incentives <p>Teachers</p> <ul style="list-style-type: none"> - Beginning/end of the year celebration. - Treat office staff to a meal on their national day of recognition. - Staff is supported by other staff members outside of school environment. - Complimentary paper products, snacks and coffee all year long. | |

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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. |
| <input checked="" type="checkbox"/> Teacher attendance |
| <input checked="" type="checkbox"/> Teacher experience and years on campus |
| <input checked="" type="checkbox"/> Class size |
| <input checked="" type="checkbox"/> Staff retention rates |
| <input type="checkbox"/> Alignment of curriculum, instruction, assessment |
| <input type="checkbox"/> Alignment of CDB scores and STAAR results |
| <input checked="" type="checkbox"/> Effectiveness of planning and collaboration |
| <input checked="" type="checkbox"/> Professional development experiences and requests |
| <input type="checkbox"/> Other |

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| Findings | <ul style="list-style-type: none"> - Teacher retention rate is one of the highest in the district. - Staff development is catered to the specific needs of the teachers. - 12 hours of staff development is based on individual teacher needs in their content area. - Staff is always trying to learn how to better serve the needs of our changing student population. |
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Priority Needs

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

Priority Need 1

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| Educate more NISD staff and stakeholders about the Excel Program. |
| CSF 1 Academic Performance CSF 5 Family and Community Engagement |

Priority Need 2

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| Social issues that affect our unique population. |
| CSF 1 Academic Performance CSF 4 Increased Learning Time CSF 5 Family and Community Engagement |

Priority Need 3

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| Teach more lessons on academic concepts that students traditionally struggle with. |
| CSF 1 Academic Performance CSF 4 Increased Learning Time |

Priority Need 4

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| Hire quality staff in order to maintain the success of the Excel program. |
| CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 4 Increased Learning Time CSF 6 School Climate CSF 7 Teacher Quality |

Campus: EXCEL ACADEMY

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 05/11/2017

| SAT Member | Name | Signature |
|---------------------------------|--------------------|------------------|
| Principal | Darren Calvert | |
| Parent Community Representative | Carrie Flowers | |
| Staff Representative | Marisela Gutierrez | |

LIST SAT MEMBERS IN THE BLANKS BELOW

| FULL NAME | POSITION |
|--------------------|------------------|
| Meaghan Kirk-Welch | Staff Member |
| Frankie Kempf | Staff Member |
| Harold Doss | Staff Member |
| Ron Hyde | Staff Member |
| Phillip Lopez | Staff Member |
| Yasemine Kirby | Staff Member |
| Romelia Tirado | Staff Member |
| Michelle Guillen | Staff Member |
| Priscilla Dunlap | Staff Member |
| Marisela Gurierrez | Staff Member |
| Carrie Flowers | Parent |
| Serena Leach | Community Member |
| Ruth Caldwell | Staff Member |
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CAMPUS: EXCEL ACADEMY

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).

ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES

ELAR 1 EOC

| Student Group | Campus % 2015-2016 | | Campus CPO 2016-2017 | State % 2016-2017 | District % 2016-2017 | Campus % 2016-2017 | | | Campus CPO 2017-2018 |
|----------------------------|--------------------|-----------|----------------------|-------------------|----------------------|---------------------|----------------|------------------|----------------------|
| | Standard | Final Rec | | | | Approaches Standard | Meets Standard | Masters Standard | |
| All Students | | | N/A | | | | | | N/A |
| African-American | | | N/A | | | | | | N/A |
| Hispanic | | | N/A | | | | | | N/A |
| White | | | N/A | | | | | | N/A |
| Economically Disadvantaged | | | N/A | | | | | | N/A |
| Special Education | | | N/A | | | | | | N/A |
| At-Risk | | | N/A | | | | | | N/A |
| Limited English Proficient | | | N/A | | | | | | N/A |
| Asian | | | N/A | | | | | | N/A |
| American Indian | | | N/A | | | | | | N/A |
| Hawaiian Pacific Islander | | | N/A | | | | | | N/A |
| Two or More | | | N/A | | | | | | N/A |

ELAR 2 EOC

| Student Group | Campus % 2015-2016 | | Campus CPO 2016-2017 | State % 2016-2017 | District % 2016-2017 | Campus % 2016-2017 | | | Campus CPO 2017-2018 |
|----------------------------|--------------------|-----------|----------------------|-------------------|----------------------|---------------------|----------------|------------------|----------------------|
| | Standard | Final Rec | | | | Approaches Standard | Meets Standard | Masters Standard | |
| All Students | | | | | | | | | N/A |
| African-American | | | | | | | | | N/A |
| Hispanic | | | | | | | | | N/A |
| White | | | | | | | | | N/A |
| Economically Disadvantaged | | | | | | | | | N/A |

| | | | | | | | | | |
|----------------------------|--|--|--|--|--|--|--|--|-----|
| Special Education | | | | | | | | | N/A |
| At-Risk | | | | | | | | | N/A |
| Limited English Proficient | | | | | | | | | N/A |
| Asian | | | | | | | | | N/A |
| American Indian | | | | | | | | | N/A |
| Hawaiian Pacific Islander | | | | | | | | | N/A |
| Two or More | | | | | | | | | N/A |

ALGEBRA I EOC

| Student Group | Campus % 2015-2016 | | Campus CPO 2016-2017 | State % 2016-2017 | District % 2016-2017 | Campus % 2016-2017 | | | Campus CPO 2017-2018 |
|----------------------------|--------------------|-----------|----------------------|-------------------|----------------------|---------------------|----------------|------------------|----------------------|
| | Standard | Final Rec | | | | Approaches Standard | Meets Standard | Masters Standard | |
| All Students | | | N/A | | | | | | N/A |
| African-American | | | N/A | | | | | | N/A |
| Hispanic | | | N/A | | | | | | N/A |
| White | | | N/A | | | | | | N/A |
| Economically Disadvantaged | | | N/A | | | | | | N/A |
| Special Education | | | N/A | | | | | | N/A |
| At-Risk | | | N/A | | | | | | N/A |
| Limited English Proficient | | | N/A | | | | | | N/A |
| Asian | | | N/A | | | | | | N/A |
| American Indian | | | N/A | | | | | | N/A |
| Hawaiian Pacific Islander | | | N/A | | | | | | N/A |
| Two or More | | | N/A | | | | | | N/A |

BIOLOGY EOC

| 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 | |
| | | | | | | | | | |

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|----------------------------|--|--|-----|--|--|--|--|--|-----|
| All Students | | | N/A | | | | | | N/A |
| African-American | | | N/A | | | | | | N/A |
| Hispanic | | | N/A | | | | | | N/A |
| White | | | N/A | | | | | | N/A |
| Economically Disadvantaged | | | N/A | | | | | | N/A |
| Special Education | | | N/A | | | | | | N/A |
| At-Risk | | | N/A | | | | | | N/A |
| Limited English Proficient | | | N/A | | | | | | N/A |
| Asian | | | N/A | | | | | | N/A |
| American Indian | | | N/A | | | | | | N/A |
| Hawaiian Pacific Islander | | | N/A | | | | | | N/A |
| Two or More | | | N/A | | | | | | N/A |

US HISTORY EOC

| Student Group | Campus % 2015-2016 | | Campus CPO 2016-2017 | State % 2016-2017 | District % 2016-2017 | Campus % 2016-2017 | | | Campus |
|----------------------------|--------------------|-----------|----------------------|---------------------|----------------------|---------------------|----------------|------------------|---------------|
| | Standard | Final Rec | | Approaches Standard | Approaches Standard | Approaches Standard | Meets Standard | Masters Standard | CPO 2017-2018 |
| All Students | | | | | | | | | N/A |
| African-American | | | | | | | | | N/A |
| Hispanic | | | | | | | | | N/A |
| White | | | | | | | | | N/A |
| Economically Disadvantaged | | | | | | | | | N/A |
| Special Education | | | | | | | | | N/A |
| At-Risk | | | | | | | | | N/A |
| Limited English Proficient | | | | | | | | | N/A |
| Asian | | | | | | | | | N/A |
| American Indian | | | | | | | | | N/A |
| Hawaiian Pacific Islander | | | | | | | | | N/A |
| Two or More | | | | | | | | | N/A |

ATTENDANCE

| | State % 2016-2017 | District % 2016-2017 | Campus % 2016-2017 | Campus CPO 2017-2018 |
|----------------------------|----------------------|-------------------------|-----------------------|-------------------------|
| All Students | 95.8% | 95.3% | 84% | N/A |
| African-American | 95.4% | 95.8% | 84.6% | N/A |
| Hispanic | 95.6% | 95% | 83.9% | N/A |
| White | 96% | 95.8% | 83.5% | N/A |
| Economically Disadvantaged | 95.4% | 94.4% | 83.6% | N/A |
| Special Education | 94.5% | 93.9% | 74.4% | N/A |
| Limited English Proficient | 96.4% | 95.8% | 76.5% | N/A |
| Asian | 97.8% | 96.8% | 85.1% | N/A |
| American Indian | 95.3% | 95.2% | 76.8% | N/A |
| Hawaiian Pacific Islander | 95.5% | 96.1% | 98.3% | N/A |
| Two or More | 95.9% | 96% | 77.7% | N/A |

COMPLETION RATE

| | State % 2016-2017 | District % 2016-2017 | Campus % 2016-2017 | Campus CPO 2017-2018 |
|----------------------------|----------------------|-------------------------|-----------------------|-------------------------|
| All Students | 93.3% | 97% | 93.1% | N/A |
| African-American | 90.5% | 96.6% | 92.3% | N/A |
| Hispanic | 92.1% | 96.7% | 91.8% | N/A |
| White | 96% | 98% | 96.7% | N/A |
| Economically Disadvantaged | 91.1% | 94.5% | 90.1% | N/A |
| Special Education | 89.5% | 94.1% | 100% | N/A |
| Limited English Proficient | 81.3% | 84.4% | N/A | N/A |
| Asian | 97.9% | 98.2% | N/A | N/A |
| American Indian | 91.8% | 100% | N/A | N/A |
| Hawaiian Pacific Islander | 93.7% | 100% | N/A | N/A |
| Two or More | 94.6% | 99.5% | 100% | N/A |

ADVANCED MEASURES

| | District % 2016-2017 | Campus % 2016-2017 | Campus CPO 2017-2018 |
|--|-------------------------|-----------------------|-------------------------|
| % Advanced Course/Dual Enrollment Completion | 38% | 26% | N/A |
| Number of AP Test Takers | 6996 | N/A | N/A |
| Number of AP Tests Taken | 14110 | N/A | N/A |
| % Scoring 3 or Higher AP Exams | 43% | N/A | N/A |
| % College-Ready Graduates-ELA | 45% | 22% | N/A |
| % College-Ready Graduates-Math | 37% | 9% | N/A |
| SAT Total Score Mean | 990 | N/A | N/A |
| SAT Reading/Writing Section Mean | 500 | N/A | N/A |
| SAT Math Section Mean | 490 | N/A | N/A |

GRADUATION RATE

| | State % 2016-2017 | District % 2016-2017 | Campus % 2016-2017 | Campus CPO 2017-2018 |
|----------------------------|----------------------|-------------------------|-----------------------|-------------------------|
| All Students | 89.1% | 95.4% | 80.8% | N/A |
| African-American | 85.4% | 94.8% | 69.2% | N/A |
| Hispanic | 86.9% | 94.9% | 77.9% | N/A |
| White | 93.4% | 96.7% | 90% | N/A |
| Economically Disadvantaged | 86% | 92.3% | 78.2% | N/A |
| Special Education | 77.9% | 92% | 100% | N/A |
| Limited English Proficient | 71.3% | 77.6% | N/A | N/A |
| Asian | 95.7% | 95.4% | N/A | N/A |
| American Indian | 87.4% | 100% | N/A | N/A |
| Hawaiian Pacific Islander | 88% | 100% | N/A | N/A |
| Two or More | 90.8% | 99.5% | 100% | N/A |

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : Educate more NISD staff and stakeholders about the Excel Program.

Goal : Present our program to Truancy Specialists, Credit retrieval teachers, students, and the community.

Goal Details

| | |
|-----------------------------|-----------------------------|
| Student Groups Impacted | All Students |
| Funding Needed | Local |
| Timeline for Implementation | August 2017 - June 2018 |
| November Progress Check | Good progress towards goal. |
| March Progress Check | Good progress towards goal. |
| June Progress Check | Good progress towards goal. |

Activity 1

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|---------------------|--|
| Activity | Presenting information about our program to Truancy Specialists. |
| Person Responsible | Principal Guidance Counselor |
| Monitoring Measures | Number of referrals |

| | |
|---|----|
| 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 | Presenting information about our program to students. |
| Person Responsible | Principal Guidance Counselor |
| Monitoring Measures | Graduation rates |
| Title 1 Fund | No |
| Title 1 Campuses | |
| Promote Community Involvement | |
| Educate Diverse Learners | |
| Hire, Develop, and Retain Quality Staff | |
| Promote a Safe Environment for Students and Staff | |

Activity 3

| | |
|--------------------|---|
| Activity | Presenting information about our program to new counselors. |
| Person Responsible | Principal Guidance Counselor |

| | |
|---|---|
| Monitoring Measures | Number of applications received and accepted. |
| Title 1 Fund | No |
| Title 1 Campuses | |
| Promote Community Involvement | |
| Educate Diverse Learners | |
| Hire, Develop, and Retain Quality Staff | |
| Promote a Safe Environment for Students and Staff | |

Activity 4

| | |
|---|---|
| Activity | Presenting information about our program to stakeholders. |
| Person Responsible | Principal Guidance Counselor |
| Monitoring Measures | Feedback forms Surveys |
| Title 1 Fund | No |
| Title 1 Campuses | |
| Promote Community Involvement | |
| Educate Diverse Learners | |
| Hire, Develop, and Retain Quality Staff | |
| Promote a Safe Environment for Students and Staff | |

Activity 5

| | |
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| 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 | |

Goal 2

Need : Social issues that affect our unique population.

Goal : Increase support and provide appropriate referrals for students in crisis.

Goal Details

| | |
|-----------------------------|-----------------------------|
| Student Groups Impacted | All Students |
| Funding Needed | Local |
| Timeline for Implementation | August 2017 - June 2018 |
| November Progress Check | Good progress towards goal. |
| March Progress Check | Good progress towards goal. |
| June Progress Check | Achieved |

Activity 1

| | |
|---|---|
| Activity | Implement strategies suggested by Child Safe and The Center for Missing and Exploited Children. We did it last year, but we have new staff members. |
| Person Responsible | Principal |
| Monitoring Measures | Data from the counseling department and Communities in Schools site coordinator. |
| 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 | Implement strategies that are addressed by Child Protective Services. |
| Person Responsible | Implement strategies that are addressed by Child Protective Services. |
| Monitoring Measures | Number of referrals. |
| Title 1 Fund | No |
| Title 1 Campuses | |
| Promote Community Involvement | |
| Educate Diverse Learners | |
| Hire, Develop, and Retain Quality Staff | |

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

Activity 3

| | |
|---|--|
| Activity | Assist students making the transition to life after high school. |
| Person Responsible | Guidance Counselor |
| Monitoring Measures | Feedback Implement tracking system |
| Title 1 Fund | No |
| Title 1 Campuses | |
| Promote Community Involvement | |
| Educate Diverse Learners | |
| Hire, Develop, and Retain Quality Staff | |
| Promote a Safe Environment for Students and Staff | |

Activity 4

| | |
|-------------------------------|--|
| Activity | |
| Person Responsible | |
| Monitoring Measures | |
| Title 1 Fund | |
| Title 1 Campuses | |
| Promote Community Involvement | |
| Educate Diverse Learners | |

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

Activity 5

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

Goal 3

Need : Teach more lessons on academic concepts that students traditionally struggle with.

Goal : Infuse appropriate instructional technologies throughout the curriculum to engage students, differentiate instruction, and strengthen learning and achievement.

Goal Details

| | |
|-------------------------|--------------|
| Student Groups Impacted | All Students |
|-------------------------|--------------|

| | |
|-----------------------------|-----------------------------|
| Funding Needed | Local |
| Timeline for Implementation | August 2017 - June 2018 |
| November Progress Check | Good progress towards goal. |
| March Progress Check | Good progress towards goal. |
| June Progress Check | Good progress towards goal. |

Activity 1

| | |
|---|---|
| Activity | Infuse appropriate instructional technologies throughout the curriculum to engage students, differentiate instruction, and strengthen learning and achievement. |
| Person Responsible | Principal Teachers |
| Monitoring Measures | 100% attendance at all trainings. |
| 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 | Use multiple sources of reliable data to assess, guide, and strengthen instruction. |
| Person Responsible | Principal Teachers |
| Monitoring Measures | Number of decisions based on academic data. |

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| Title 1 Fund | No |
| Title 1 Campuses | |
| Promote Community Involvement | |
| Educate Diverse Learners | |
| Hire, Develop, and Retain Quality Staff | |
| Promote a Safe Environment for Students and Staff | |

Activity 3

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| Activity | Increase student achievement and academic success by strengthening educational programs and opportunities for all students, teachers, and staff. |
| Person Responsible | Teachers Guidance Counselor |
| Monitoring Measures | Number of students receiving credits. |
| Title 1 Fund | No |
| Title 1 Campuses | |
| Promote Community Involvement | |
| Educate Diverse Learners | |
| Hire, Develop, and Retain Quality Staff | |
| Promote a Safe Environment for Students and Staff | |

Activity 4

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| Activity | |
| Person Responsible | |

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| 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

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|---|--|
| 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 : Hire quality staff in order to maintain the success of the Excel program.

Goal : Support and maintain quality teacher, clerical, auxiliary and paraprofessional staff that meet the needs of our special at-risk population.

Goal Details

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|-----------------------------|-----------------------------|
| Student Groups Impacted | All Students |
| Funding Needed | Local |
| Timeline for Implementation | August 2018 |
| November Progress Check | Good progress towards goal. |
| March Progress Check | Good progress towards goal. |
| June Progress Check | Good progress towards goal. |

Activity 1

| | |
|---|----------------------------------|
| Activity | Use MUNIS effectively. |
| Person Responsible | Principal Interview committee |
| Monitoring Measures | Retention rate |
| Title 1 Fund | No |
| Title 1 Campuses | |
| Promote Community Involvement | |
| Educate Diverse Learners | |
| Hire, Develop, and Retain Quality Staff | |

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| Promote a Safe Environment for Students and Staff | |
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Activity 2

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|---|---|
| Activity | Provide staff development opportunities that meet the needs of our students in order to promote continuous growth of technology competencies. |
| Person Responsible | Principal |
| Monitoring Measures | Campus Technology Facilitator |
| Title 1 Fund | No |
| Title 1 Campuses | |
| Promote Community Involvement | |
| Educate Diverse Learners | |
| Hire, Develop, and Retain Quality Staff | |
| Promote a Safe Environment for Students and Staff | |

Activity 3

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|-------------------------------|--|
| Activity | |
| Person Responsible | |
| Monitoring Measures | |
| Title 1 Fund | |
| Title 1 Campuses | |
| Promote Community Involvement | |
| Educate Diverse Learners | |

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

Activity 4

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|---|--|
| 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

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

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

Goal :

Goal Details

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

Activity 1

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|-------------------------------|--|
| Activity | |
| Person Responsible | |
| Monitoring Measures | |
| Title 1 Fund | |
| Title 1 Campuses | |
| Promote Community Involvement | |
| Educate Diverse Learners | |

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

Activity 2

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|---|--|
| 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 | |

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|---|--|
| 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 | |

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