



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



## SCHOOL IMPROVEMENT PLAN

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# GLENOAKS ELEMENTARY SCHOOL

## 2017-2018

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# GLENOAKS ES

## Needs Assessment 2017-2018

### Process

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

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The Glenoaks Leadership Team met for an all day planning on Monday, May 22nd. We reviewed our 16-17 SIP goals and activities, reflecting on and identifying glows and grows within each goal. We came to a consensus on areas of strength as well as those for ongoing improvement. We also completed our Title I Program Evaluation based on these recommendations for glows and grows. We then collaboratively identified a problem and engaged in a Root Cause Analysis. We reviewed multiple measures of 16-17 data including STAAR, TELPAS, NEAR, PBIS staff, parent, and student climate surveys, discipline data (BIR and discipline referrals), student and staff attendance reports, family nights parent surveys, master schedule, glows and grows leadership discussion, and staff turnover rates/reasons.

Our Root Cause analysis indicated Tier I instruction continues to be an area of needed focus for growth. The leadership team engaged in a honest reflection and dialogue about factors impeding fidelity to implementation of effective Tier I instruction in all the content areas. The most revealing aspect of our discussion that demonstrated our growth and some transformation as a team, is that in none of the reasons for our lack of consistent effectiveness in Tier I instruction were the students or parents mentioned or blamed. This move to reflecting on what we are doing or not doing marks a positive growth in our change and transformation process.

Some of the reasons identified as problems included: lack of effective planning, we do not know our students, not committed, lack of passion, lack of professionalism not here for the kids, do not have drive/heart anymore, have gotten complacent. We concluded that our problem lies in lack of accountability and weak work ethic with some educators.

During team meetings with administration, teachers engaged in data reviews, including CDBs, TPRI/Tejas Lee, NEAR, Quintiles, and STAAR data as well as study of student writing samples to assess student progress and teacher's next steps.

We met for an End of the Year review of our goals working with Dr. Erlinda Valderas in order to improve our STAAR Writing performance by 10 points in the 16-17 school year. Her implementation visit in collaboration with the campus literacy leaders yielded the following data and recommendations:

Various aspects of writer's' Workshop were observed

There is more implementation that at the beginning of the year

Students are engaging in authentic writing more often

Conferences

Teachers are taking risks with conferences

80% more writing instruction happening across campus

Increased learning time

Reading (90: 30 min. phonics/immersion--60: guided reading & stations) and writing (60) are back to back

Procedures are in place for conferring (rios, balderas)

Consistent study of writing samples

NISD, STAAR & Lucy Calkins

Done every other month

Most classrooms, they took something and are heading the right direction

In some classrooms, there was evidence of writing in student's journal

Lots of independent writing in all grade levels, not just 4th

Various aspects of writer's workshop were observed

There is more implementation that at the beginning of the year

Students are engaging in authentic writing more often

Conferences

Teachers are taking risks

Primary language instruction in the lower grades (Spanish)

None was observed

Ms. Meza would like clarity on the framework is concerned

Did not see any grammar instruction

None was observed

More coherence is needed across campus  
Consistency is KEY

### 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.

STAAR/EOC/TAKS

Regression graphs

Student demographics

Special populations enrollment, performance, and LRE

TELPAS

Promotion/retention (Elementary)

Failure rates (Secondary)

Completion and graduation rates (High School)

SAT/ACT (High School)

AP (High School)

Other      NEAR reading level data

<b>Findings</b>	<p>Our March and May STAAR cumulative results in reading and math WITHOUT any adjustments for PEIMS or students not counted in accountability were as follows:</p> <p>3rd Reading 4th Reading 5th Reading  All 74%; 49%;70%  Hispanic 81%; 61%; 77%  Eco Dis. 70%; 44%; 66%  LEP 63%; 35%; 61%  Bilingual 73%; 50%; N/A  ESL 59%; 25%; 60%  At-Risk 62%; 31%; 63%  Sp. Ed. 5th reading 36%</p> <p>3rd Math 4th Math 5th Math  All 81%; 57%; 79%  Hispanic 86%; 54%; 81%  Eco. Dis. 78%; 53%; 79%  LEP 74%; 52%; 74%  Bilingual 100%; 50%; N/A  ESL 66%; 66%;75%  At-Risk 75%; 48%; 75%</p> <p>4th Writing  All 45%; Hispanic 43%; Eco. Dis.37%; LEP 38%; Bil. 50%; ESL 33%; Sp. Ed. 10%; At-Risk 32%</p> <p>5th Science  All 65%; Hispanic 74%; Eco. Dis. 64%; LEP 52%; ESL 50%; Sp. Ed. 36%; At-Risk 57%</p> <p>Our TELPAS composite scores showed improvement from 2015 to 2016 in most grade levels:  1st-2016 78% advanced at least one level 2017 72% (6% decrease from 2016 to 2017)  2nd-2016 63% advanced at least one level 2017 34% (29% decrease from 2016 to 2017)  3rd-2016 64% advanced at least one level 2017 65% (1% increase from 2016 to 2017)  4th-2016 65% advanced at least one level 2017 54% (11% decrease from 2016 to 2017)  5th-2016 85% advanced at least one level 2017 74% (11% decrease from 2016 to 2017)</p>
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<b>CSF 2: Use of Quality Data to Drive Instruction</b>
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 type="checkbox"/> Grades
<input checked="" type="checkbox"/> CDBs
<input checked="" type="checkbox"/> Common Assessments
<input type="checkbox"/> Other

Findings	<p>Our discipline referral data decreased from 2015-2016 to 2016-2017, however we would like to continue focusing on discipline and increase student engagement in the learning process everyday and decrease the time students spend outside the classroom in ISS or OSS. The 2015-2016 and 2016-2017 referrals comparison were as follows:</p> <p>August-2015 0; 2016 0  September-2015 28; 2016 3  October-2015 21; 2016 12  November-2015 26; 2016 10  December-2016 10; 2016 7  January-2016 18; 2017 33  February-2016 18; 2017 18  March-2016 19; 2017 11  April-2016 2; 2017 38  May 2017 18</p> <p>Discipline Referrals: Give the teachers consequence options. Reward positive behaviors more. Maybe put kids that are doing great things on the announcements and don't let just anyone or require that teachers submit so many, but rather just random from any class at any time, and only for REALLY REALLY good things. It loses it's value if any kid can get it just because the teacher is required to submit something.</p> <p>Our student attendance continues to be area where we need improvement as we did not meet our 97% goal. We ended the year at 96%.</p> <p>We need to continue utilizing CDBs, quintile data, common assessments to reteach and close learning gaps with TEKS that students have not mastered. In addition, we will focus on better use by ALL of IRIs and student writing samples to drive our instruction.</p>
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<b>CSF 3: Leadership Effectiveness</b>	
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 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	<p>Building the capacity to teacher leaders will continue to be a focus; however, teachers have a voice and input in ongoing school improvement decisions. There is and will continue to be an open door policy.</p> <p>The leadership team provided input about master schedule development to ensure as many of their grade level needs were addressed. 3rd grade indicated wanting reading and math to be back to back and uninterrupted blocks of time in the morning to maximize their learning time in these core areas. No other grade levels offered input on their schedule.</p> <p>T-TESS facilitated the increase of timely feedback to teachers; however, based on administrative survey results, teachers would like to see the increased presence of administrators in classrooms not only providing feedback on their practice and work to them, but students as well. In addition, effective teachers also commented wanting feedback on their areas of growth.</p> <p>Instructional coaching has increased at our campus, particularly during the 1st semester with reading specialists supporting new teachers to campus and math specialist and AST supporting teachers all year long. Our math specialist and math AST facilitated Concept-based planning full day and half days with 3rd, 4th, and 2nd grades. They also facilitated the planning session for our Guided Math Coalition and PD in August.</p>
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**CSF 4: Increased Learning Time**

Increased Learning Time necessitates flexible scheduling that allows time for additional instructional minutes, enrichment activities and staff collaborative planning time. Increased Learning Time necessitates strategies that maximize the number of sustained, engaging instructional minutes that must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, using time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers that continuously strengthen instructional practices. This CSF confirms, as a requisite, an instructionally focused calendar.

- Response to Intervention
- Interventions implementation and effectiveness
- Student identification for increased learning time
- Tutorials
- Other

Findings	<p>Many students were pulled out for interventions, some for both reading and math which impacted the core instruction. In addition, implementation of RTI interventions in the classroom by the teacher were not effective or consistent. Teachers reported needing more support and training with planning for interventions and identifying the most appropriate research-based interventions.</p> <p>We provided 3 5-7 week sessions of after-school tutoring in 3rd-5th. We also provided bus transportation for after-school tutoring which allowed more students in need of additional support to stay for tutoring, particularly ELL students. Due to limited funding, the primary grades did not provide after-school tutoring.</p> <p>All day tutors (ESL, Bilingual, and Reading) were highly effective in increasing student reading and writing. The reading tutor was the most effective, increasing the reading levels by one or more levels of at least 95% of the students she worked with in one semester of school.</p> <p>The Master Schedule: We would like to, if possible, not have intervention time right before lunch. The teachers send their students late and so we are cut short most every day.</p>
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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

Findings	<p>We held our second annual Meet the Parent Day as we visited the Newcomer Refugee families at their apartments to provide them with back to school information and school supplies. It was a success and we also expanded to apartments in our attendance zone.</p> <p>Meet the Teacher/Parent Orientation had close to 400 families attend.</p> <p>Campus and teacher webpages were set up as Google sites, however, updates need to be ongoing.</p> <p>Grade levels and the principal sent out weekly and bi-monthly newsletters.</p> <p>The School Messenger system was used consistently to inform parents of events and reminders.</p> <p>Family Academic Nights were well attended by families and their evaluations indicated a positive response. These included Reading, Math, STAAR, and Science Nights. We also added Zumba Family Fitness and a Kinder performance at our PTA meeting.</p> <p>We held Awards Assemblies for each nine weeks including the 4th nine weeks based on parent feedback.</p> <p>All school communication was sent home in English and Spanish</p> <p>We continued "positive calls" to parents about their children submitted by teachers and admin. made the calls.</p> <p>Fiesta parade and parties brought hundreds of families to school as well as did the Glenoaks Fun Fair.</p> <p>Our librarian and early literacy specialist facilitated a PAWS up to reading partnership the Animal Humane Society where some of reluctant readers read to puppies and kittens. The initiative will continue.</p> <p>We strengthened our partnership with the Newforest Estates by collaborating with them to invite their residents to volunteer at our school and every grade level made monthly birthday cards for the residents.</p> <p>Communities in Schools also supported our efforts to increase our community partnerships with Pearson volunteer readers and the San Antonio Bar Association.</p> <p>We collaborated with the UTSA P-20 initiatives office to take our 4th and 5th grade student to visit the campus and learn about higher education.</p>
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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

Parent surveys

Student surveys or panels

Discipline

Student attendance

Extra-curricular activities and clubs

Other

**Findings**

Our student attendance continues to be area where we need improvement as we did not meet our 97% goal. We ended the year at 96%. We offered limited student incentives for attendance. The VP and admin intern tracked attendance and intervened appropriately with chronic attendance concerns.

Staff attendance increased from 97% to 97.84%.

Attendance: A possible incentive that is cheap and that does not require a lot of planning is an "AttenDance" where the students that get perfect attendance go to the gym once each 9 weeks and have a dance. We don't think the 5\$ owl bucks work.

PBIS surveys to parents, students, and teachers indicated that all stakeholders felt safe at our school with the exception of the parking lot. In addition, parents indicated wanting the school to improve the communication with them about their child's progress. About 50% of the 73 respondents in the parent survey indicated they feel that students exclude or do not allow other students to join or participate in activities which may suggest a need build stronger home-school connections. Most stakeholders also reported feeling that our school climate was positive.

PBIS Year 4 implementation results indicated most of our stakeholders are internalizing the school-wide expectations. The owl buck and tickets incentives continued to reward positive behaviors and following of expectations.

Cafeteria noise and behavior interventions were not found to be effective as it was difficult for teachers to track and it did not motivate or impact students to want to follow the cafeteria expectations.

Extra curricular continued to be strong at Glenoaks with Young Astronauts, Flight Club, Cardboard Arcade, Choir, Robotics, and Solar Cars.

Our admin intern facilitated and planned at least monthly teacher morale and recognition treats and celebrations.

**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

<input type="checkbox"/> Teacher experience and years on campus
<input 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

Findings	<p>Teacher and staff attendance improved some from 97 to 97.84% this year as compared to last year. There were 9 staff members with more than 10 absences that were not part of an LOA or maternity leave as compared to last year when we had 11 staff members with memo to records. Memo to records for excessive attendance were given to these staff members.</p> <p>During team meetings with administration, teachers engaged in data reviews, including CDBs, TPRI/Tejas Lee, NEAR, Quintiles, and STAAR data as well as study of student writing samples to assess student progress and teacher's next steps.</p> <p>The principal and VP attended team planning to support teachers with curriculum, instruction, and assessment questions as well as to observe the process. Teachers were expected to use KUDs and to submit weekly electronic team lesson plans for math, science, social studies, and writing. Each teacher was expected to submit electronic individual reading lesson plans. Achieving effective planning for learning will be an ongoing focus and process.</p> <p>We continued with Writer's Workshop training with Sam Hoffman and focused on Launching the Writer's Workshop in K-2nd grade in the fall and Confering in K-4th grade in the spring. Our literacy leaders and district ELAR specialist provided follow up PD in the components of immersion and mini lesson in Writer's Workshop. Our literacy leaders also engaged in PD with the district ELAR specialist in instructional coaching. All new teachers to the campus were provided guided reading and literacy stations PD on site. K-3 grade teachers were given option of attending the Tuesdays NISD C&amp;I PDs. Third and Second grade had the most attendance. There was also a follow up PD on site in the high yield strategies for all new ESL/bilingual teachers to Glenoaks or to the grade level. The 4th grade team and math and literacy leaders visited and collaborated with the Driggers 4th grade team on observing and learning about their effective practices in Writing. The math specialist and math AST initiated concept based planning with 3rd, 4th, and 2nd grades with much success.</p>
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**Priority Needs**

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

Priority Need 1

Fidelity of Tier I core instruction in all subject areas is not consistent in all classrooms.

- CSF 1 Academic Performance
- CSF 2 Use of Quality Data to Drive Instruction
- CSF 4 Increased Learning Time
- CSF 7 Teacher Quality

Priority Need 2

Our STAAR Writing passing percentage is 56%. It increased by only 2 percentage point from 2016 and is 7 percentage points below the district 63%. Continue our focus on Writing instruction. Improve Grammar.

CSF 1 Academic Performance  
CSF 4 Increased Learning Time  
CSF 7 Teacher Quality

Priority Need 3

Student attendance was at 95% and we did not meet our 97% goal. Staff attendance was at 97.84% and we exceeded our 97% staff attendance goal by only .84%. Increase student engagement through hands-on activities.

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

Priority Need 4

We did not identify a need 4

**Campus: GLENOAKS ES**

**School Improvement Plan Signatures**

**School Advisory Team approves the full campus improvement plan.**

**Date of SAT Meeting: 04/26/2017**

<b>SAT Member</b>	<b>Name</b>	<b>Signature</b>
Principal	Maria Elena Meza	
Parent Community Representative	Yesenia Rodriguez	
Staff Representative	Kelly Allen	

**LIST SAT MEMBERS IN THE BLANKS BELOW**

<b>FULL NAME</b>	<b>POSITION</b>
Lisa Santillan	Staff Member
Jose Jimenez	Administrator
Debbie Hominick	Staff Member
Martha Martinez	Staff Member
Ivette Tobar	Parent
Yvette Ramirez	Parent
Vanessa Carrillo	Parent
Grace Villarreal	Parent
Maria Hernandez	Central Office Representative
Patricia Ramos	Staff Member
Robin Braunschweig	Staff Member
Dora Timbers	Administrator

**CAMPUS: GLENOAKS 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**

<b>Date</b>	<b>Alternate Date(s)</b>	<b>Title and Description or Teacher Choice</b>	<b>Staff Development Area</b>	<b>Audience</b>	<b>Targeted Student Group</b>	<b>Funding Source / Costs</b>	<b># of CPE Hours</b>
08/21/2017		Staff Orientation, Data Day, PBIS, PLCs and T-TESS Updates	Assessment	All Staff	All Students	Local	6
08/22/2017		Transforming School Culture-Visioning	Collaboration	All Teachers K-5	All Students	Title I,Local	6
08/23/2017		Guided Math and Math Conceptual Based Planning	Instruction	All Teachers K-5	All Students	Title I,Local	6
10/09/2017		T-TESS Goal Setting and Guided Reading	Collaboration	All Teachers	All Students	Title I,Local	6
11/20/2017		Teacher Choice	Instruction	All Teachers	All Students	Local	6
11/21/2017		Teacher Choice	Instruction	All Teachers	All Students	Local	6
02/19/2018		PBIS and Student Engagement	Classroom Management	All Teachers	All Students	Title I,Local	6

ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES

READING (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	66%	33%	76%	74%	76%	66%	32%	18%	80%
African-American	50%	33%	76%	62%	72%	43%	20%	13%	80%
Hispanic	74%	35%	76%	70%	74%	74%	36%	18%	80%
White	78%	52%	90%	84%	86%	68%	45%	18%	80%
Economically Disadvantaged	62%	31%	76%	66%	68%	62%	29%	16%	80%
Special Education	49%	16%	76%	44%	48%	37%	20%	13%	80%
At-Risk	52%	19%	76%	58%	58%	53%	20%	12%	80%
Limited English Proficient	48%	18%	76%	62%	63%	56%	26%	20%	80%
Asian	43%	19%	76%	89%	78%	52%	21%	16%	80%
American Indian	N/A	N/A	76%	73%	58%	N/A	N/A	N/A	80%
Hawaiian Pacific Islander	100%	100%	100%	75%	71%	0%	0%	0%	80%
Two or More	100%	0%	100%	80%	87%	100%	67%	67%	80%

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	49%	27%	69%	64%	62%	46%	16%	1%	70%
African-American	29%	21%	69%	53%	56%	57%	29%	14%	70%
Hispanic	52%	31%	69%	60%	59%	45%	19%	0%	70%
White	60%	20%	100%	72%	73%	50%	10%	0%	70%
Economically Disadvantaged	48%	27%	69%	56%	52%	37%	14%	2%	70%

Special Education	38%	15%	69%	33%	32%	25%	17%	0%	70%
At-Risk	39%	19%	69%	44%	37%	32%	8%	2%	70%
Limited English Proficient	50%	29%	69%	54%	49%	38%	13%	3%	70%
Asian	53%	21%	69%	85%	72%	40%	0%	0%	70%
American Indian	N/A	N/A	69%	61%	71%	N/A	N/A	N/A	70%
Hawaiian Pacific Islander	N/A	N/A	69%	67%	50%	N/A	N/A	N/A	70%
Two or More	N/A	N/A	100%	70%	76%	100%	100%	0%	70%

**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	73%	40%	83%	79%	80%	74%	43%	22%	80%
African-American	53%	30%	83%	66%	72%	65%	29%	10%	80%
Hispanic	80%	40%	83%	77%	78%	76%	43%	21%	80%
White	83%	65%	83%	87%	88%	86%	50%	36%	80%
Economically Disadvantaged	70%	39%	83%	73%	73%	71%	41%	21%	80%
Special Education	56%	24%	83%	53%	56%	47%	23%	7%	80%
At-Risk	63%	28%	83%	67%	65%	67%	34%	17%	80%
Limited English Proficient	58%	35%	83%	73%	72%	69%	42%	26%	80%
Asian	56%	35%	83%	94%	86%	68%	45%	30%	80%
American Indian	N/A	N/A	83%	78%	77%	N/A	N/A	N/A	80%
Hawaiian Pacific Islander	100%	0%	100%	80%	78%	0%	0%	0%	80%
Two or More	100%	100%	100%	82%	89%	100%	67%	0%	80%

**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	70%	40%	80%	73%	76%	66%	32%	14%	80%
African-American	71%	29%	80%	59%	68%	44%	19%	13%	80%
Hispanic	71%	38%	80%	68%	73%	75%	36%	16%	80%
White	90%	70%	95%	84%	87%	100%	0%	0%	80%
Economically Disadvantaged	63%	39%	80%	65%	67%	65%	30%	13%	80%
Special Education	41%	18%	80%	44%	46%	50%	29%	21%	80%
At-Risk	57%	23%	80%	56%	59%	59%	21%	7%	80%
Limited English Proficient	39%	11%	80%	57%	58%	56%	32%	16%	80%
Asian	42%	17%	80%	89%	75%	50%	38%	13%	80%
American Indian	N/A	N/A	80%	73%	60%	N/A	N/A	N/A	80%
Hawaiian Pacific Islander	100%	100%	100%	75%	93%	N/A	N/A	N/A	80%
Two or More	100%	100%	100%	81%	86%	100%	0%	0%	80%

## ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	95.4%	97%
African-American	95.4%	95.8%	96.9%	97%
Hispanic	95.6%	95%	95.2%	97%
White	96%	95.8%	93.7%	97%
Economically Disadvantaged	95.4%	94.4%	95.2%	97%
Special Education	94.5%	93.9%	94.7%	97%
Limited English Proficient	96.4%	95.8%	96.1%	97%
Asian	97.8%	96.8%	96.1%	97%
American Indian	95.3%	95.2%	87.6%	97%
Hawaiian Pacific Islander	95.5%	96.1%	91.7%	97%
Two or More	95.9%	96%	95%	97%

## RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	0.57%	0.5%
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## 17-18 School Improvement Plan - Objectives and Activities

### Goal 1

Need : Fidelity of Tier I core instruction in all subject areas is not consistent in all classrooms.

Goal : By the end of the 17-18 school year increase students meeting the Approaches level in Reading by 7%, Math by 5%, and Science by 5%.

### Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, ELL, Migrant
Funding Needed	Local, Title III, State Compensatory, Other
Timeline for Implementation	This will be an ongoing implementation goal that will begin August 28, 2017 and professional development with follow up coaching and team planning will be checked for fidelity of implementation effectiveness weekly. The completion date will be June 8, 2018
November Progress Check	In reading, we are continuing to focus on consistency and fidelity of guided reading instruction with literacy stations with coaching and support from Reading specialists for new teachers and teachers needing support. In math, we have launched our implementation of guided math with stations in K-5th grade. We are also engaging all grade levels K-5 grade in conceptual based planning. In science, we are focusing on building a science room to increase the number of hands-on science investigations across all grade levels.
March Progress Check	Our TPRI/Tejas Lee indicates our students in K made significant gains in rhyming, in 1st grade student made gains in listening comprehension and reading fluency, and in 2nd grade our students made minimal gains in graphophonemic knowledge. Our biggest impact has been in 1st grade where Open Court had been implemented with fidelity as a Tier 2 intervention 3 days a week. Teachers grouped students flexibly according to their needs. Our 5th grade students have also been grouped in flexible groups to meet their needs to ensure students are making gains in reading in preparation for the first administration of STAAR.

June Progress Check	<p>Our STAAR scores (PEIMS)</p> <p>down in 3rd Reading by 5 points (76 to 71)</p> <p>down in 3rd Math by 9 points (85 to 76)</p> <p>up in 4th Reading by 18 points (63 to 82.7)</p> <p>up in 4th Math by 18 points (65 to 83.9)</p> <p>up in 4th Writing by 6 points (55 to 61.7)</p> <p>up in 5th Reading by 1 point (78 to 79.6)</p> <p>up in 5th Math by 7 points (89 to 95)</p> <p>down in 5th Science by 9 points (78 to 69)</p> <p>Guided math will continue to be a initiative we continue to work on with better implementation and higher quality of math stations.</p> <p>We need more consistency of hands-on science investigations in K-5th for each unit of study.</p>
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#### Activity 1

Activity	Provide students with differentiated instruction through scaffolding and acceleration using the principles of guided math in all classrooms PK-5th grade to include TEKS-based math stations.
Person Responsible	Math specialist, math AST, Guided Math Coalition, and Administration
Monitoring Measures	Walkthroughs, planning meetings, coaching sessions, co-teach, learning walks, formative assessments-common assessments, CDBs, common weekly assessments
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3
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	Use 5 E model to deliver science lessons that include student led investigations in K-5th grade classrooms. Engage students in application of science investigations during science family night.
Person Responsible	Rosio Martinez Apolinar (Science Facilitator), Administration, and all classroom teachers.

Monitoring Measures	Walkthroughs, student science journals, science CDBs, and Science STAAR
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3
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	Continued implementation of guided reading practices using the GR lesson plan format, data to guide instruction, differentiated lessons and literacy stations, flexible grouping, and appropriate materials.
Person Responsible	Reading specialists, early literacy interventionists, Language Support Teachers, all classroom teachers, and administration
Monitoring Measures	Walkthroughs, coaching sessions, co-teach, professional development, IRIs, TPRI/Tejas Lee, iStation, iReady, and STAAR data
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4
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 4

Activity	Provide instructional coaching and feedback and opportunity for engaging in learning walks consistently to teachers as well as effective planning support that includes quarterly half day concept-based planning for teachers in K-5th.
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Person Responsible	Reading specialists, math specialist and AST, early literacy interventionists, Language Support Teachers, all classroom teachers, and administration
Monitoring Measures	walk throughs, learning walk notes and reflections, STAAR, CDB data, formative assessment data, Swivl teacher lesson recordings and teacher reflections
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4
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 5

Activity	Enhance student engagement and empowerment in learning experiences by incorporating technology and innovative practices into the core academic areas and provide enriching experiences through school-wide enrichment during the 2nd nine weeks of school which will foster student voice and choice.
Person Responsible	Leadership Team and all staff.
Monitoring Measures	Student and staff surveys, walkthroughs, student and teacher samples of innovative practices, Twitter activity
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4, SWC 8
Promote Community Involvement	
Educate Diverse Learners	Objective 6. Utilize technology in advanced and innovative ways to support instruction and facilitate learning
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

**Goal 2**

**Need :** Our STAAR Writing passing percentage is 56%. It increased by only 2 percentage point from 2016 and is 7 percentage points below the district 63%. Continue our focus on Writing instruction. Improve Grammar.

**Goal :** In order to meet our system safeguards, we will increase 4th grade STAAR Writing scores by a minimum of 10 points, with a specific focus on our All students, Hispanic, and economically disadvantaged students.

**Goal Details**

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, ELL, Migrant, Hispanic
Funding Needed	
Timeline for Implementation	Implementation will begin in August with monthly checks of progress.
November Progress Check	All of our teachers new to the grade level or new to our campus were trained on the components of Writer's Workshop by Sam Hoffman. Our 4th grade teachers worked with Sam Hoffman on conferring and she also coached them on mini lessons and conferring. We are working closely with Melissa Medrano, Elem ELAR C&I Specialist on coaching and planning for learning with teachers in K-5th grade.
March Progress Check	Collaboration in 4th grade to plan for Writing instruction continues to focus on grammar mini lessons. We made some gains in our CDB performance as compared to last year by 10% from 40% to 50%. Our school-wide focus on writing continues.
June Progress Check	After PEIMS, we had an increase of 6 points from 55% to 61% in STAAR Writing. We attribute this gain to our collaboration in 4th grade with C&I to plan for Writing camps with flexible grouping and our implementation of Patterns of Power by Jeff Anderson mini lessons.

**Activity 1**

Activity	Continue refining vertical and horizontal implementation of Writer's Workshop ongoing writing professional development with Sam Hoffman and increased time allotted for writing instruction at K-5th grade with a particular focus on improving our grammar instruction.
Person Responsible	Team leaders, classroom teachers, and administration
Monitoring Measures	Lesson plans, fidelity of implementation of planned lessons during walkthroughs, student writing journals and compositions
Title 1 Fund	Yes

Title 1 Campuses	SWC 1, SWC 2, SWC 4, SWC 8
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	Bimonthly quarterly vertical and horizontal analysis of writing samples with an emphasis on conventions of writing, particularly grammar.
Person Responsible	Administration and classroom teachers
Monitoring Measures	Student writing samples and rubric scoring, walkthroughs, and STAAR data
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 8
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 3

Activity	Implement daily writing across all subject areas through journal writing.
Person Responsible	All classroom teachers and administration
Monitoring Measures	Student journals, posted student writing, NISD rubric scores, STAAR and CDB data

Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 8, SWC 9
Promote Community Involvement	Objective 4. Expand comprehensive programs and partnership opportunities that foster classroom innovation that encourages educators to continually enhance student learning.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

#### Activity 4

Activity	Literacy leaders, coaching and support as well as learning walks and successful campus visits in order to plan and implement effective practices in writing instruction.
Person Responsible	Literacy leaders, administration
Monitoring Measures	Walkthroughs, student writing samples, STAAR and CDB data
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 3. Develop a framework for identifying, nurturing, and developing leaders across the District.
Promote a Safe Environment for Students and Staff	

#### Activity 5

Activity	Ongoing celebrations of student writing such as during announcements, academic nights, PTA meetings, during lunch, etc.
Person Responsible	Administration and teachers



Monitoring Measures	Student writing samples, writing journals, student reflections about writing, STAAR and CDB data
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 6
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Goal 3

**Need :** Student attendance was at 95% and we did not meet our 97% goal. Staff attendance was at 97.84% and we exceeded our 97% staff attendance goal by only .84%. Increase student engagement through hands-on activities.

**Goal :** By the end of the 17-18 school year will increase student engagement by reducing Discipline Referrals by 30%.

### Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, ELL, Migrant, Hispanic
Funding Needed	Local, Title III, State Compensatory, Other
Timeline for Implementation	August 28-June 6 with checks for student growth at least each nine weeks.
November Progress Check	Our School-wide Enrichment has begun and based on teacher and student feedback, this opportunity for student voice and choice with a purpose of providing a service or product to make a positive impact in our community or world has been a success. Our discipline referrals are decreasing as a whole. The majority of our discipline referrals have been from 4 students. Our ISS assignments have also decreased significantly. Our staff attendance is above 97%. Our daily school attendance for students is 96.04%.

March Progress Check	We are offering attendance incentives including bingo for the 3rd nine weeks and trophies for students with perfect attendance all year. Our attendance continues to move closer to 96%. The third nine weeks was our lowest attendance percentage at just above 95%.
June Progress Check	We had 129 Behavior Incident Reports (BIR) for the school year and a decrease in our disciplinary referrals. We increased student engagement through our after school enrichment programs, school-wide enrichment, Gentleman's Organization, LEGO Robotics, Solar Cars, Learning Tree, and our PBIS program implementation has helped to improve our culture and climate for a more engaging and positive learning experience for our students. Our spring PBIS survey results indicated that students mostly agree or strongly agree that they feel safe at school. Students picking on other students was an area of concern according to the student and parent survey results. Overwhelmingly the students reported wanting to continue with School-wide enrichment.

### Activity 1

Activity	Implementation of new schoolwide Positive Wise Owl Folder, increase positive parent phone calls, engaging learning stations, 21st century learning, school-wide enrichment during the 2nd 9-weeks, using technology and innovation to enhance student learning as long as it we align it with instructional standards and it can be intergrated with Tier I instruction.
Person Responsible	Classroom teachers, reading specialists, and administration
Monitoring Measures	Walkthroughs, coaching, co-teach, learning walks, Swivl lesson recordings and teacher reflection, PD, IRI, TPRI/Tejas Lee, CDB, STAAR
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 9
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	Continue usage of Imagine Learning with Newcomer and ESL students. Continued use of I Ready, IStation, Lexia with SE, Dyslexia, and other at-risk students  Use of iPads with students and classrooms to increase engagement and usage.
Person Responsible	LSTs, TSS, District Academic Coaches, Administrators, Classroom teachers, SE teachers
Monitoring Measures	TPRI, IRI, CDB, STAAR and TELPAS data, Imagine Learning reports, IStation, Lexia, and IReady reports
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Continue using the genre immersion study to build vocabulary and comprehension skills and utilize Open Court and Phonics In Context to develop phonemic awareness and phonics proficiency in order to ensure all students are provided comprehensive instruction in reading.
Person Responsible	All classroom teachers, literacy leaders, admin. and librarian
Monitoring Measures	Walkthroughs, anchor charts, reading level data, CDBs, IRIs, and TPRI/Tejas Lee
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 8
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.

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

#### Activity 4

Activity	Family Academic Nights will incorporate activities to practice fluency and comprehension with countless opportunities for reading and comprehension questions, guided math will be modeled for parents. families will have an opportunity to engage in technology applications that enhance literacy and math skills including Ready Rosie, and science night will be teacher facilitated and student led.
Person Responsible	Literacy leaders, math specialist and AST, administration, and classroom teachers.
Monitoring Measures	Parent evaluations, walkthroughs, activity samples, IRIs, TPRI/Tejas Lee
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 6
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

#### Activity 5

Activity	Implement PBIS with fidelity to ensure students and all stakeholders feel safe at school and incorporate guidance and counseling and the Child Advocacy Team (CAT) as a safety net for addressing the social needs of students that are preventing them from being successful in school.
Person Responsible	Administration, CIS, and all classroom teachers
Monitoring Measures	CAT notes, BIRs, Discipline Referrals
Title 1 Fund	No
Title 1 Campuses	

Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

**Goal 4**

Need : We did not identify a need 4

Goal : We did not have a Goal 4

**Goal Details**

Student Groups Impacted	Migrant
Funding Needed	
Timeline for Implementation	We did not have a Goal 4
November Progress Check	
March Progress Check	We did not have a Goal 4
June Progress Check	We did not have a Goal 4

**Activity 1**

Activity	We did not have a Goal 4
Person Responsible	All Staff

Monitoring Measures	We did not have a Goal 4
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	Objective 4. Implement and promote a collaborative approach to school and community safety.

### Activity 2

Activity	We did not have a Goal 4
Person Responsible	We did not have a Goal 4
Monitoring Measures	We did not have a Goal 4
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	Objective 3. Implement, provide, and maintain instructional facilities that support a safe, healthy, and comfortable learning environment in a growing community.

### Activity 3

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	Objective 2. Implement, provide, and communicate programs that will ensure that students understand shared responsibility and have necessary coping skills.

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	Objective 1. Explore, implement, and communicate security measures that provide safeguards for the learning environment, using the latest technology.

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	Objective 1. Implement and evaluate a sound employment process for recruiting, screening, and hiring effective personnel.
Promote a Safe Environment for Students and Staff	

**Goal :** By the end of the 16-17 school year, we will engage and empower students, families, and staff in developing health and fitness by providing multiple opportunities to actively participate in physical fitness activities.

**Goal Details**

Student Groups Impacted	All Students
Funding Needed	Local, Other
Timeline for Implementation	We hold two major events in the fall and two major events in the spring but health will be a focus throughout the school year.
November Progress Check	Our Girls on the Run program has been an immense success for the girls and teacher coaches participating in the program. It has had a positive impact on the culture of our school, demonstrating what team work and service and volunteerism to our learning community and our students can do to improve their lives, and academic, social, and emotional well-being.
March Progress Check	Our Family Night was a success. The students and parents loved the Drum Fit activities and the scarves and ribbons performances by the 1st grade students was highly attended and enjoyed by students and families. Our PE teacher does a high quality job with these activities.
June Progress Check	Our spring Girls on the Run with 3rd grade girls had a positive impact on their leadership development and self-esteem as evidenced by their consistent attendance, participation in the 5K run, completion of the program by 100% of the girls, and their reflections.



Activity 1

Activity	Students will participate in a PE dance presentation using basketballs and rhythmic sticks during a PTA meeting during the fall semester. They will prepare for their presentations during their PE class.
Person Responsible	Physical Education Teacher, Patricia Ramos, Admin., and PTA Executive Board
Monitoring Measures	Coaching, feedback, and event participation and feedback from students and families
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Families will participate in a family fitness night where students and their families will rotate through a variety of self selected exercise and PE activities.
Person Responsible	PE Teacher, Patricia Ramos, Admin, CIS, and Learning Tree
Monitoring Measures	Coaching, feedback, and event participation and feedback from students and families.
Title 1 Fund	Yes
Title 1 Campuses	SWC 3, SWC 6, SWC 10
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 3

Activity	Students will participate in Jump for Heart to support the American Heart Association and engage in healthy habits with ongoing physical activity.
Person Responsible	PE Teacher, Patricia Ramos, admin., and all classroom teachers
Monitoring Measures	Coaching, feedback, and event participation and feedback from students and families, money raised for American Heart Association.
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 3. Establish and expand initiatives that promote effective community relations and meaningful two-way communication with all stakeholders.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	The Learning Tree program will engage students in the program in Zumba and Hip Hop dance classes.
Person Responsible	Learning Tree site specialist
Monitoring Measures	student participation as measured by attendance logs, sign-in of family attendance at student performances
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 4. Expand comprehensive programs and partnership opportunities that foster classroom innovation that encourages educators to continually enhance student learning.
Educate Diverse Learners	

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

Activity 5

Activity	Our counselor will implement the Girls on the Run program that allows girls to engage in running to promote a healthy lifestyle, exercise, and positive self-concept.
Person Responsible	Ximena Huerta and Hugo Orantes, counselors
Monitoring Measures	Student participation, attendance, and surveys
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 1. Recruit and retain active and supportive businesses and educational institutions to build mutually beneficial relationships that promote mentoring, internship opportunities, and financial support.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	