



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



## SCHOOL IMPROVEMENT PLAN

# HENDERSON ELEMENTARY SCHOOL

## 2017-2018

# HENDERSON ES

## Needs Assessment 2017-2018

### Process

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

Needs assessment began in June of 2017 when the school received STAAR scores. Areas of growth were noted as well as areas that still need improvement. The process continued when I attended GPC training on June 12th. This will be a district initiative, so the campus will follow suit. STAAR scores indicate a continued need for writing focus. Finally, teams indicated that they wanted to continue community outreach efforts.

## 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.

<b>CSF 1: Academic Performance</b>	
Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.	
<input checked="" type="checkbox"/> STAAR/EOC/TAKS	
<input checked="" type="checkbox"/> Regression graphs	
<input checked="" type="checkbox"/> Student demographics	
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE	
<input checked="" type="checkbox"/> TELPAS	
<input checked="" type="checkbox"/> Promotion/retention (Elementary)	
<input type="checkbox"/> Failure rates (Secondary)	
<input type="checkbox"/> Completion and graduation rates (High School)	
<input type="checkbox"/> SAT/ACT (High School)	
<input type="checkbox"/> AP (High School)	
<input type="checkbox"/> Other	
Findings	Though there was improvement in 4th Writing STAAR Scores, writing still needs to be a campus focus, especial in the primary grades.

<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 type="checkbox"/> Student attendance	
<input type="checkbox"/> Discipline	
<input checked="" type="checkbox"/> Grades	

<input checked="" type="checkbox"/> CDBs	
<input checked="" type="checkbox"/> Common Assessments	
<input type="checkbox"/> Other	
Findings	With fewer CDBs to analyze the campus will need to focus on other common assessments including IRIs, TPRI, Tejas Lee, and formative assessments to assess student learning and guide instruction.

<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 checked="" type="checkbox"/> Decision making structures on the campus	
<input checked="" type="checkbox"/> Teacher input	
<input checked="" type="checkbox"/> Campus goals	
<input checked="" type="checkbox"/> Monitoring of teacher performance; feedback to staff	
<input checked="" type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Master schedule	
<input checked="" type="checkbox"/> Teacher and parent surveys	
<input type="checkbox"/> Other	
Findings	District initiative to promote PLCs will be implemented at the campus level at academic team level and curriculum content areas.

<b>CSF 4: Increased Learning Time</b>	
Increased Learning Time necessitates flexible scheduling that allows time for additional instructional minutes, enrichment activities and staff collaborative planning time. Increased Learning Time necessitates strategies that maximize the number of sustained, engaging instructional minutes that must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, using time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers that continuously strengthen instructional practices. This CSF confirms, as a requisite, an instructionally focused calendar.	
<input checked="" type="checkbox"/> Response to Intervention	
<input checked="" type="checkbox"/> Interventions implementation and effectiveness	
<input checked="" type="checkbox"/> Student identification for increased learning time	
<input type="checkbox"/> Tutorials	

<input type="checkbox"/> Other	
Findings	Evaluate effectiveness of morning intervention time, and explore other options for interventions.

<b>CSF 5: Family/Community Engagement</b>	
Family and Community Engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services.	
<input checked="" type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Family and community activities	
<input checked="" type="checkbox"/> Family and community input	
<input checked="" type="checkbox"/> Family and community services	
<input checked="" type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	
Findings	Campus wants to continue with academic night community outreach programs. Cafecitos will be re- introduced, and new campus initiatives installed.

<b>CSF 6: School Climate</b>	
School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.	
<input type="checkbox"/> Teacher surveys	
<input type="checkbox"/> Parent surveys	
<input 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	
Findings	Track student attendance especially monitoring chronic absenteeism.

<b>CSF 7: Teacher Quality</b>	
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 type="checkbox"/> Staff retention rates
<input checked="" type="checkbox"/> Alignment of curriculum, instruction, assessment
<input checked="" 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
Staff development implemented and encouraged according to T-TESS appraisal system.

**Priority Needs**

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

Priority Need 1

Establish effective writing practices accross grade levels using PLCs at grade level and content areas.
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction

Priority Need 2

Establish PLCs for each content area to review and revise instructional practice.
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 3 Leadership Effectiveness CSF 4 Increased Learning Time

Priority Need 3

Continue Community outreach efforts
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Priority Need 4

Review and monitor effective invtervention practice throught the RTI model .
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 5

Establish better formative assessment techniques to replace missing CDB data, especially in intermediate grades.





**CAMPUS: HENDERSON 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		T-Tess Refresher, PLC training, High Risk	Collaboration	All Pertinennt Staff	All		6
08/22/2017		Growth Mindset, Teacher Access Centent, Mandatory Face to Face Trainings	Instruction	All Pertinent staff	all		6
08/23/2017		Convocation, Mandatory Face to Face Trainings		all			6
10/09/2017		NISD provided Training/ Campus Planning		prof. staff			6
11/20/2017	08/15/2017	Campus Retreat	Curriculum	all			6
11/21/2017	08/14/2017	Summer Team PLC planning.	Instruction	prof. staff			6
02/19/2018		NISD provided Training/ Campus Planning		prof. staff			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	Approaches Standard	Meets Standard	
All Students	78%	44%	80%	74%	76%	81%	49%	27%	90%
African-American	86%	52%	85%	62%	72%	76%	41%	21%	90%
Hispanic	75%	40%	80%	70%	74%	78%	45%	21%	90%
White	82%	47%	85%	84%	86%	86%	60%	44%	90%
Economically Disadvantaged	69%	35%	70%	66%	68%	74%	36%	15%	80%
Special Education	45%	13%	60%	44%	48%	49%	20%	13%	60%
At-Risk	59%	26%	70%	58%	58%	61%	20%	9%	70%
Limited English Proficient	62%	32%	70%	62%	63%	53%	21%	5%	60%
Asian	100%	75%	100%	89%	78%	100%	67%	44%	100%
American Indian	N/A	N/A	100%	73%	58%	N/A	N/A	N/A	100%
Hawaiian Pacific Islander	N/A	N/A	100%	75%	71%	N/A	N/A	N/A	100%
Two or More	93%	60%	90%	80%	87%	89%	50%	28%	100%

WRITING (4)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Approaches Standard	Meets Standard	
All Students	63%	37%	70%	64%	62%	67%	35%	9%	80%
African-American	57%	29%	70%	53%	56%	62%	31%	8%	70%
Hispanic	63%	35%	70%	60%	59%	60%	28%	5%	70%
White	67%	42%	70%	72%	73%	73%	42%	18%	80%
Economically Disadvantaged	43%	33%	60%	56%	52%	59%	33%	7%	70%

Special Education	19%	0%	30%	33%	32%	13%	13%	6%	50%
At-Risk	34%	18%	60%	44%	37%	42%	13%	0%	60%
Limited English Proficient	43%	29%	60%	54%	49%	47%	24%	0%	60%
Asian	N/A	N/A	100%	85%	72%	100%	67%	17%	100%
American Indian	N/A	N/A	100%	61%	71%	N/A	N/A	N/A	100%
Hawaiian Pacific Islander	N/A	N/A	100%	67%	50%	N/A	N/A	N/A	100%
Two or More	67%	50%	100%	70%	76%	100%	67%	17%	100%

### MATHEMATICS (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Approaches Standard	Approaches Standard	
All Students	79%	43%	80%	79%	80%	87%	57%	31%	90%
African-American	86%	50%	85%	66%	72%	79%	47%	26%	90%
Hispanic	77%	38%	80%	77%	78%	86%	54%	26%	90%
White	84%	54%	85%	87%	88%	87%	66%	47%	90%
Economically Disadvantaged	70%	33%	70%	73%	73%	78%	50%	24%	90%
Special Education	58%	13%	60%	53%	56%	56%	29%	24%	60%
At-Risk	65%	19%	70%	67%	65%	73%	33%	11%	80%
Limited English Proficient	73%	24%	75%	73%	72%	67%	39%	14%	75%
Asian	100%	75%	100%	94%	86%	100%	67%	33%	100%
American Indian	N/A	N/A	100%	78%	77%	N/A	N/A	N/A	100%
Hawaiian Pacific Islander	N/A	N/A	100%	80%	78%	N/A	N/A	N/A	100%
Two or More	87%	67%	100%	82%	89%	100%	72%	28%	100%

### SCIENCE (Grade 5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Approaches Standard	Approaches Standard	

All Students	70%	28%	70%	73%	76%	77%	42%	13%	80%
African-American	86%	29%	85%	59%	68%	73%	36%	9%	80%
Hispanic	64%	24%	70%	68%	73%	73%	40%	11%	80%
White	84%	36%	80%	84%	87%	89%	43%	25%	95%
Economically Disadvantaged	64%	19%	70%	65%	67%	63%	39%	8%	70%
Special Education	30%	10%	60%	44%	46%	42%	8%	0%	50%
At-Risk	51%	15%	60%	56%	59%	52%	13%	5%	70%
Limited English Proficient	46%	14%	60%	57%	58%	36%	18%	0%	50%
Asian	N/A	N/A	100%	89%	75%	0%	0%	0%	100%
American Indian	N/A	N/A	100%	73%	60%	N/A	N/A	N/A	100%
Hawaiian Pacific Islander	N/A	N/A	100%	75%	93%	N/A	N/A	N/A	100%
Two or More	100%	67%	100%	81%	86%	86%	71%	0%	100%

## ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	96.3%	97%
African-American	95.4%	95.8%	97.1%	97%
Hispanic	95.6%	95%	96.1%	97%
White	96%	95.8%	96.5%	97%
Economically Disadvantaged	95.4%	94.4%	95.7%	97%
Special Education	94.5%	93.9%	96%	97%
Limited English Proficient	96.4%	95.8%	95.8%	97%
Asian	97.8%	96.8%	96.9%	97%
American Indian	95.3%	95.2%	97.7%	97%
Hawaiian Pacific Islander	95.5%	96.1%	97.4%	97%
Two or More	95.9%	96%	97%	97%

## RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	0.65%	0.6%
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## 17-18 School Improvement Plan - Objectives and Activities

### Goal 1

Need : Establish effective writing practices accross grade levels using PLCs at grade level and content areas.

Goal : Establish effective writing practices across grade levels using PLCs at grade level and content areas.

### Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	All year
November Progress Check	August PLC Training Completed Team PLC Writing Planning ELPS Writing Benchmarks Purchase of 4th Grade Writing Materials No Vertical teaming or planning at this time.

March Progress Check	Additional PLC training conducted in Feb. CDB scores look good.
	June Check Outstanding 4th Grade writing STAAR scores. High success in 2nd grade writing interventions.
June Progress Check	

Activity 1

Activity	August PLC training
Person Responsible	Principal
Monitoring Measures	Attendance
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	Establish Curriculum Content based PLCs - Writing ELAR committee
Person Responsible	ELAR Committee

Monitoring Measures	Meetings
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	Grade Level PLC planning to improve writing practice.
Person Responsible	Grade Level, ELAR specialist
Monitoring Measures	Writing CDB scores and formative assessments, student progress
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	Writing Training
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Person Responsible	ELAR Specialist Delgado, and LST Salinas
Monitoring Measures	Writing CDB scores and formative assessments, student progress, TELPAS rankings
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**

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

**Goal 2**

Need : Establish PLCs for each content area to review and revise instructional practice.

Goal : Multi level PLCs made for each content area.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	All Year
November Progress Check	No progress at this time.
March Progress Check	Content area PLCs did not meet. Focus was kept at grade level PLC.
June Progress Check	

Activity 1

Activity	Make PLCs
Person Responsible	All
Monitoring Measures	Occasions
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	
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Activity 2

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

Activity 3

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

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

Activity 4

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

Activity 5

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

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

**Goal 3**

Need : Continue Community outreach efforts

Goal : Continue Family Nights

**Goal Details**

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	All Year
November Progress Check	Fall Family Nights Complete
March Progress Check	Spring Family Nights Complete.
June Progress Check	

**Activity 1**

Activity	Continue Academic Family Nights
Person Responsible	All
Monitoring Measures	Completion

Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

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

Activity 3

Activity	
Person Responsible	

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

Activity 4

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

Activity 5

Activity	
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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 4**

Need : Review and monitor effective intervention practice through the RTI model .

Goal : Grade level and content area PLCs will monitor progress of interventions.

**Goal Details**

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	All Year
November Progress Check	Admin. has met with teams at PLC planning to monitor intervention progress. Imagine Learning monitored and used at higher rates and efficiency by LST. Reading A to Z purchased. RTI Wednesdays with Counselors and Admin. to review interventions.-October 4th and November 29th Regular Tier 3 meetings all year long.



March Progress Check	PLC planning continues with better utilization of materials on hand especially online interventions for LEP students. RtI meeting and training is ongoing Tier 3 meeting continue in the spring
June Progress Check	

#### Activity 1

Activity	August PLC training
Person Responsible	Principal
Monitoring Measures	attendance
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	August survey of fidelity to morning intervention time.
Person Responsible	Staff
Monitoring Measures	Data Collected
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	Team monitoring of intervention effectiveness in coordination with Content Area PLCs and Administration.
Person Responsible	Teams, specialists, admin
Monitoring Measures	CDB and formative Data collections
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	RTI committee to monitor intervention effectiveness.
Person Responsible	RTI Committee
Monitoring Measures	Progress Monitoring
Title 1 Fund	
Title 1 Campuses	

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

**Activity 5**

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

**Goal 5**

Need : Establish better formative assessment techniques to replace missing CDB data, especially in intermediate grades.

Goal : Grade level PLCs will meet with instructional specialist to develop and utilize formative assessment to guide instruction for targeted populations

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	All year
November Progress Check	Grade Levels met with Academic Specialists in Sept. Oct. and Nov. Writing Timeline implemented for ESL learners ELPS Writing Benchmarks by LST./ Sept. Nov. Formative Assessments Given Math Universal Screener, Reading November 8th Math Formative Assess. to be Given December. Math Assessments translated to Spanish. Student Growth Goal Written into T-PESS October/November LST meets with Bilingual Teachers- Sept. and Oct.
March Progress Check	Grade levels met with Academic Specialists in Dec. Jan. Feb. March April Benchmarks reviewed and interventions planned and delivered.
June Progress Check	

Activity 1

Activity	PLC training in August
Person Responsible	Principal
Monitoring Measures	Attendance
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	Quarterly meeting with academic specialists to establish instruction and assessment program.
Person Responsible	Principal
Monitoring Measures	CDBs and Formative Assessment
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	Monthly meetings of team PLCs to review assessment. Weeking meetings of team PLCs to plan instruction.
Person Responsible	Principal Teams
Monitoring Measures	Student Progress
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	
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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 : Develop and maintain Coordinated Health program that promotes general well being.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	All Year
November Progress Check	Career Day held in Nov. Ongoing Guidance Classes Small Group and Individual Counseling Sessions
March Progress Check	Health and Wellness Promoted. Counseling and Guidance
June Progress Check	

Activity 1

Activity	Guidance Program
Person Responsible	Counselors
Monitoring Measures	Delivery of curriculum
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	Physical Fitness program that promotes Nutrition, Diet, and Physical Activity.
Person Responsible	Zimmermann
Monitoring Measures	Delivery of Curriculum
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	Fire and Emergency Drills
Person Responsible	VP
Monitoring Measures	Attendance
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	