



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



# SCHOOL IMPROVEMENT PLAN

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## JONES MIDDLE SCHOOL 2017-2018

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# JONES MS

## Needs Assessment 2017-2018

### Process

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

3/20/2017 - Set our work plan for the future with the Leadership Committee. We wanted to make sure our work is meaningful. Made a t-chart with things that were in our control and out of our control. We discovered that things were more in our control than out of our control.

We reviewed the 7 critical success factors:

1. Improve Academic Performance
2. Increase the use of quality data to drive instruction
3. Increase leadership effectiveness
4. Increase learning time (time-on-task)
5. Increase family and community engagement (partnerships)
6. Improve school climate
7. Increase teacher quality

Activity: Team will be provided with goals and activities from current plan. Focus will be on the activity from the campus plan.

Task 1: Match the activity and tell where it falls, which critical success factor does it relate to? It could be more than one.

Bigger goals: special education, ELLs and GT.

Task 2: Decide whether or not to keep the current activity.

4/17/2017 - Continue work with the Leadership Committee. Teachers were asked what stops us from making progress, what was in or out of our control. Continued work of matching our activities to the 7 critical success factors - making sure we had all seven areas.

5/22/2017 - Reviewed the goals of our campus plan with the Leadership Committee.

**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 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 type="checkbox"/> Other	
Findings	<p>Continue to use technology applications, such as Think through Math, IReady, Achieve 3000, and Imagine Learning to supplement quality teacher instruction as a pre-teach tool, offer differentiation and progress monitoring tools and activities for students receiving math and reading intervention. (filling in gaps)</p> <p>Implement leveled readers at least twice a week in 6th grade collaborative classrooms as well as 7th and 8th collaborative rooms as well as all Applied ELA rooms. (non-readers)</p> <p>Train instructors on how to define, differentiate and implement effective academic conversations that maximize ELL student participation and provide engaging opportunities for ELLS to practice academic language and explore academic content in English. (instructional practice)</p> <p>Teachers will implement Marzano's high yield strategies. (instructional practice)</p>

**CSF 2: Use of Quality Data to Drive Instruction**

Use of Quality Data to Drive Instruction emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used. It is not only the use of data to drive instructional decision making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.

Student attendance

Discipline

Grades

CDBs

Common Assessments

Other

Findings	<p>Conduct ongoing review of performance data on each CDB and STAAR for incoming 6th grade students. Focusing on ELL and special education. Review campus processes, procedures, structures, and formulate instructional expectations.</p> <p>Utilize CDB, IEP, RTI, and state assessment along with observation data to assign special education students to interventions and specialized instruction classes, monitor their progress and place them in the correct instructional settings.</p>
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### CSF 3: Leadership Effectiveness

Leadership Effectiveness targets the need for leadership on the campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Providing job-embedded professional development to build capacity of campus leaders is a vital part of this CSF.

Distribution of leadership and responsibilities

Decision making structures on the campus

Teacher input

Campus goals

Monitoring of teacher performance; feedback to staff

Communication

Master schedule

Teacher and parent surveys

Other

Findings	Grade level PLC's will review benchmark data after each administration to discover the strengths and weaknesses in the standards tested. The PLC will then develop the plan of action to review/reteach/retest.
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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	Ensure collaborative pairs are planning and utilizing collaborative structures weekly in lessons to meet the needs of our special education students.
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	Provide content-specific ELL support through elective courses for Beginning level students.
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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	Teachers will offer engaging lessons that involve students conducting interviews with parents and community members regarding topics of interest to the students and relevant to classroom academic content.
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	Continuation of engaging family nights.
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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

<input checked="" type="checkbox"/> Discipline	
<input checked="" type="checkbox"/> Student attendance	
<input checked="" type="checkbox"/> Extra-curricular activities and clubs	
<input type="checkbox"/> Other	
Findings	Continue work around the attendance fantasy league - to rally about getting students to school. Work around the escalation of consequences with students - to keep students in classrooms more.

<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 checked="" 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	Provide feedback to teachers around the quality of instruction following classroom visits and observations. Continue to look for the best candidates for our school.

**Priority Needs**

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

Priority Need 1

60% of all students will meet Standard Progression standards on each benchmark and state assessment to address: Hispanic and economically disadvantaged.
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 3 Leadership Effectiveness CSF 4 Increased Learning Time CSF 5 Family and Community Engagement CSF 6 School Climate CSF 7 Teacher Quality

Priority Need 2

70% of students will meet the Index 2 progress measure for each content area in which they participate in interventions to address: African American, Special education and ELL in reading and math.

- CSF 1 Academic Performance
- CSF 2 Use of Quality Data to Drive Instruction
- CSF 3 Leadership Effectiveness
- CSF 4 Increased Learning Time
- CSF 5 Family and Community Engagement
- CSF 6 School Climate
- CSF 7 Teacher Quality

Priority Need 3

Close the gap between All students and Special Education subgroup on all benchmarks and State assessments by 10% compared to 2017 scores.

- CSF 1 Academic Performance
- CSF 2 Use of Quality Data to Drive Instruction
- CSF 3 Leadership Effectiveness
- CSF 4 Increased Learning Time
- CSF 5 Family and Community Engagement
- CSF 6 School Climate
- CSF 7 Teacher Quality

Priority Need 4

Close the gap between All students and English Language Learner subgroup on all benchmark and State assessments by 10% compared to 2017 scores.

- CSF 1 Academic Performance
- CSF 2 Use of Quality Data to Drive Instruction
- CSF 3 Leadership Effectiveness
- CSF 4 Increased Learning Time
- CSF 5 Family and Community Engagement
- CSF 6 School Climate
- CSF 7 Teacher Quality

Priority Need 5

60% of all students in Pre-AP courses will meet "Exceeds" the standard on benchmarks and state assessments.

- CSF 1 Academic Performance
- CSF 2 Use of Quality Data to Drive Instruction
- CSF 3 Leadership Effectiveness
- CSF 4 Increased Learning Time
- CSF 5 Family and Community Engagement
- CSF 6 School Climate
- CSF 7 Teacher Quality

**Campus: JONES MS**

**School Improvement Plan Signatures**

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

**Date of SAT Meeting: 03/22/2017**

<b>SAT Member</b>	<b>Name</b>	<b>Signature</b>
Principal	Michella Wheat	
Parent Community Representative	Rosemarie La Valle	
Staff Representative	Jessica Orrostieta	

**LIST SAT MEMBERS IN THE BLANKS BELOW**

<b>FULL NAME</b>	<b>POSITION</b>
Paul Ramirez	Administrator
Jason Havrda	Administrator
Brent Draker	Administrator
Lissette Cruz	Staff Member
Margaret Hill	Community Member



**CAMPUS: JONES MS**

**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		District/Campus Data Review Day (am) PBIS Updates (pm)	Instruction	All	All	Title I	6 hours
08/22/2017		Convocation (am) New Gradebook Training (pm)	Instruction	All	All	Title I	6 hours
08/23/2017		Cougar Academy (am) Marzano Breakout Sessions(pm)	Instruction	All	All	Title I	6 hours
10/09/2017		District Training (am) Marzano - Staff Development Committee	Curriculum	Professional	All	Title I	6 hours
11/20/2017	08/14/2017	Continue Robert Marzano's strategies to be used in the classroom. Jones Retreat	Instruction	Professional Staff	All	Title I	6 hours
11/21/2017		Teacher Choice Hours	Curriculum	Professional	All	Title I	6 hours
02/19/2018		District Training (am) Department Planning (pm)	Curriculum	Professional		Title I	6 hours

**CAMPUS:** JONES MS

**ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES**

**READING (Grades 6-8)**

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	61%	27%	65%	74%	79%	61%	28%	11%	65%
African-American	52%	16%	55%	66%	74%	58%	25%	6%	60%
Hispanic	61%	27%	65%	69%	77%	61%	28%	11%	63%
White	67%	45%	70%	85%	87%	69%	38%	12%	70%
Economically Disadvantaged	60%	26%	65%	66%	71%	61%	27%	11%	64%
Special Education	33%	21%	40%	36%	43%	31%	20%	4%	35%
At-Risk	49%	13%	55%	56%	62%	49%	16%	4%	53%
Limited English Proficient	28%	5%	30%	44%	42%	33%	8%	1%	35%
Asian	50%	0%	N/A	91%	81%	100%	0%	0%	100%
American Indian	N/A	N/A	N/A	74%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	33%	33%	N/A	76%	81%	33%	33%	33%	35%
Two or More	80%	40%	90%	83%	89%	100%	67%	33%	100%

**WRITING (7)**

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%	25%	50%	68%	70%	52%	21%	5%	55%
African-American	30%	10%	40%	58%	65%	47%	24%	0%	50%
Hispanic	49%	25%	55%	63%	67%	52%	21%	5%	55%

White	58%	33%	60%	79%	81%	38%	25%	13%	40%
Economically Disadvantaged	49%	24%	50%	59%	59%	51%	20%	5%	55%
Special Education	20%	16%	30%	27%	31%	28%	19%	6%	33%
At-Risk	34%	10%	40%	46%	47%	36%	8%	0%	38%
Limited English Proficient	13%	0%	30%	38%	31%	25%	6%	0%	30%
Asian	N/A	N/A	N/A	89%	79%	100%	0%	0%	100%
American Indian	N/A	N/A	N/A	65%	57%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	71%	75%	67%	33%	33%	70%
Two or More	100%	67%	90%	76%	82%	100%	0%	0%	100%

**MATHEMATICS (Grades 6-8)**

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	53%	19%	60%	76%	77%	61%	23%	5%	65%
African-American	37%	2%	50%	65%	70%	47%	17%	2%	50%
Hispanic	54%	19%	65%	72%	75%	61%	22%	5%	65%
White	61%	19%	65%	85%	86%	79%	38%	13%	85%
Economically Disadvantaged	52%	18%	60%	69%	68%	60%	22%	5%	65%
Special Education	30%	22%	35%	44%	47%	37%	22%	6%	40%
At-Risk	42%	9%	50%	61%	62%	51%	10%	2%	65%
Limited English Proficient	34%	8%	45%	58%	54%	46%	12%	4%	50%
Asian	50%	50%	N/A	94%	85%	100%	100%	0%	100%
American Indian	N/A	N/A	N/A	75%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	67%	33%	N/A	78%	83%	67%	67%	33%	70%
Two or More	60%	40%	70%	82%	85%	100%	50%	0%	100%

**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	90%	41%	100%	82%	99%	95%	61%	23%	100%

**SCIENCE (Grade 8)**

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	56%	21%	60%	74%	76%	57%	23%	3%	60%
African-American	41%	14%	50%	63%	68%	31%	6%	0%	45%
Hispanic	57%	21%	60%	69%	72%	58%	22%	2%	64%
White	64%	36%	70%	86%	88%	75%	58%	8%	80%
Economically Disadvantaged	55%	19%	60%	66%	66%	55%	21%	2%	60%
Special Education	26%	20%	30%	38%	44%	40%	29%	7%	45%
At-Risk	44%	8%	50%	56%	57%	44%	13%	2%	49%
Limited English Proficient	47%	7%	50%	44%	36%	23%	3%	0%	28%
Asian	N/A	N/A	N/A	92%	84%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	N/A	73%	86%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	84%	N/A	N/A	N/A	N/A
Two or More	50%	50%	80%	83%	87%	100%	50%	50%	100%

**SOCIAL STUDIES (Grade 8)**

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	27%	9%	40%	62%	63%	45%	17%	5%	50%
African-American	14%	5%	40%	50%	55%	38%	13%	6%	43%
Hispanic	27%	9%	40%	55%	58%	45%	16%	5%	50%

White	45%	27%	55%	75%	80%	50%	42%	8%	55%
Economically Disadvantaged	25%	8%	40%	51%	51%	43%	15%	4%	48%
Special Education	21%	19%	35%	30%	33%	33%	26%	5%	38%
At-Risk	15%	3%	30%	40%	40%	31%	9%	3%	36%
Limited English Proficient	7%	7%	30%	29%	22%	8%	3%	0%	20%
Asian	N/A	N/A	N/A	87%	76%	N/A	N/A	N/A	N/A
American Indian	N/A	N/A	N/A	61%	57%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	63%	84%	N/A	N/A	N/A	N/A
Two or More	50%	50%	70%	72%	80%	100%	50%	50%	100%

## ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	93.2%	94%
African-American	95.4%	95.8%	94.4%	95%
Hispanic	95.6%	95%	93.1%	94%
White	96%	95.8%	94.2%	95%
Economically Disadvantaged	95.4%	94.4%	92.9%	94%
Special Education	94.5%	93.9%	91.4%	92%
Limited English Proficient	96.4%	95.8%	95.3%	96%
Asian	97.8%	96.8%	95%	96%
American Indian	95.3%	95.2%	N/A	N/A
Hawaiian Pacific Islander	95.5%	96.1%	95.4%	96%
Two or More	95.9%	96%	92%	93%

## RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% of Students Retained	0.05%	0%	0%

## DROP OUT RATE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	0.4%	0.1%	0.3%	0.1%
African-American	0.6%	0%	0%	0%
Hispanic	0.4%	0.1%	0.4%	0.2%
White	0.2%	0.1%	0%	0%
Economically Disadvantaged	0.4%	0.2%	0.4%	0.2%
Special Education	0.4%	0.4%	0%	0%
Limited English Proficient	0.6%	0.1%	0%	0%
Asian	0.2%	0%	0%	0%
American Indian	0.5%	0%	0%	0%
Hawaiian Pacific Islander	0.4%	0%	0%	0%
Two or More	0.3%	0.4%	0%	0%

**PSAT**

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
PSAT Total Score Mean	790	718	740
PSAT Reading/Writing Section Mean	396	355	370
PSAT Math Section Mean	395	363	370

## 17-18 School Improvement Plan - Objectives and Activities

### Goal 1

Need : 60% of all students will meet Standard Progression standards on each benchmark and state assessment to address: Hispanic and economically disadvantaged.

Goal : System Safeguards: 60% of all students will meet Standard Progression standards on each benchmark and state assessment to address: Hispanic and Economically disadvantaged.

### Goal Details

Student Groups Impacted	All Students, African American, Special Education, Eco-Dis, ELL, Hispanic
Funding Needed	Local, State Compensatory
Timeline for Implementation	August 2017 - June 2018

November Progress Check	<p>October 9, 2017 Professional Development for teachers, Fiesta of Learning. Summarizing, note taking, and sketch notes sessions.</p> <p>Administration has conducted T-TESS based walkthroughs which include evidence of teacher preparation and teaching practices.</p> <p>Post observation conferences have also revolved around continuous teacher improvement. In at least three cases, targeted improvement goals have been implemented with teachers.</p> <p>Examples of student notes have been examined by Academic Dean through AVID classes. Class visits to AVID include student lead conference about how notes are taken in core classes. T-TESS walkthroughs conducted by administration look for use of note taking by students.</p> <p>Campus schedule for district benchmarks include required three week period for reteach. Benchmark data reviews for teachers include item analysis, district ranking, grade groupings, and heat map of most missed TEKS on benchmark. After the data review teachers are provided a half day of PLC time to create classroom based intervention to fill student gaps. Teachers are also given access to specialists (Dyslexia, ELL, etc.) to develop targeted supports. These lessons are highly differentiated to ensure compliance with scope and sequence. At the end of the three week reteach window teachers retest targeted students.</p>
March Progress Check	<p>October 9, 2017 Professional Development for teachers, Fiesta of Learning. Summarizing, note taking, and sketch notes sessions.</p> <p>Administration has conducted T-TESS based walkthroughs which include evidence of teacher preparation and teaching practices.</p> <p>Post observation conferences have also revolved around continuous teacher improvement. In at least three cases, targeted improvement goals have been implemented with teachers.</p> <p>Examples of student notes have been examined by Academic Dean through AVID classes. Class visits to AVID include student lead conference about how notes are taken in core classes. T-TESS walkthroughs conducted by administration look for use of note taking by students.</p> <p>Campus schedule for district benchmarks include required three week period for reteach. Benchmark data reviews for teachers include item analysis, district ranking, grade groupings, and heat map of most missed TEKS on benchmark. After the data review teachers are provided a half day of PLC time to create classroom based intervention to fill student gaps. Teachers are also given access to specialists (Dyslexia, ELL, etc.) to develop targeted supports. These lessons are highly differentiated to ensure compliance with scope and sequence. At the end of the three week reteach window teachers retest targeted students.</p> <p>As of date March 5th - we are currently testing Math 8th and Math 7th P-AP. Each content area will have had two PLC Plus sessions. This consists of an extra half day of planning (not during their conference). Follow-up from administration is attending the PLC where teachers discuss the results of the intervention.</p>



June Progress Check	6th Math 58% 6th Reading 49% 7th Math 55% 7th Reading 56% 7th Writing 53% 8th Math 55% 8th Reading 62% 8th Science 51% 8th Social Studies 46%
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### Activity 1

Activity	Share and review three student work samples incorporating the Marzano's instructional strategy of Note-taking/Summarization. Evaluate samples and provide feedback to the student.
Person Responsible	Principal Academic Dean
Monitoring Measures	Feedback of work samples
Title 1 Fund	Yes
Title 1 Campuses	SWC 3, 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	Teachers will implement and provide evidence of Marzano's high yield strategies. Administrative walkthroughs will be conducted at least once every six weeks.
Person Responsible	Principal
Monitoring Measures	Walkthrough data Student samples

Title 1 Fund	Yes
Title 1 Campuses	SWC 2, 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 3

Activity	Utilize data review protocol to analyze benchmark data after each administration. Develop instructional plans to respond to need to reteach/review/reassess standards.
Person Responsible	Academic Dean
Monitoring Measures	Grade level instructional plans Benchmark data
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, 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 4

Activity	Provide feedback to teachers around the quality of instruction following classroom visits and observations. Teachers will utilize feedback to improve instruction.
Person Responsible	Principal

Monitoring Measures	Walkthrough data Provide feedback to teachers on levels of thinking and student engagement
Title 1 Fund	Yes
Title 1 Campuses	SWC 3, SWC 4
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	Provide professional development for all staff that will build upon Mazano's high yield strategies. Use administrative walkthroughs as a tool to observe student learning and provide teacher support.
Person Responsible	Principal Academic Dean
Monitoring Measures	Walkthrough data.
Title 1 Fund	Yes
Title 1 Campuses	SWC 2
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	

#### Goal 2

**Need :** 70% of students will meet the Index 2 progress measure for each content area in which they participate in interventions to address: African American, Special education and ELL in reading and math.

**Goal :** System Safeguards: 70% of all students will meet the Index 2 progress measure for each content area in which they participate in interventions to address: African American, special Education and ELL in reading and math.

**Goal Details**

Student Groups Impacted	All Students, African American, Special Education, Eco-Dis, ELL, Hispanic
Funding Needed	Local, State Compensatory
Timeline for Implementation	Implementation august 2017 - June 2018
November Progress Check	<p>Before the school year started, all ELA and math teachers were scheduled with an intervention class. Administration along with Instructional Coaches established rubric for examining student data. Student performance on 5th, 6th, and 7th grade STAAR was examined and compared to campus criteria. At six week intervals ELA intervention students and all non-intervention students are examined for individual need. Students have been withdrawn from intervention and new students put in. Math intervention will be re-examined at the end of the semester.</p> <p>Benchmark data reviews follow every administration. Data reviews include item analysis, district ranking, grade groupings, and heat map of most missed TEKS on benchmark. After the data review teachers are provided a half day of PLC time to create classroom based intervention to fill student gaps. Teachers are also given access to specialists (GT, Dyslexia, ELL, etc.) to develop targeted supports. These lessons are highly differentiated to ensure compliance with scope and sequence. At the end of the three week reteach window teachers retest targeted students.</p> <p>Computer programs are regularly used in teacher intervention, SCE, DIP, and applied classes. Teachers use the software progress measures to adjust instruction.</p> <p>The campus, in conjunction with Discovery Ed, held a family night on 11/16/17. Swag bags were given out with computation games and fun writing prompts for families. Discovery Ed. had hands-on projects for students and parents to complete. San Antonio College and UTSA had booths set up in the gym along with the San Antonio Library. Flyers for the event were in English and Spanish.</p>

March Progress Check	<p>Before the school year started, all ELA and math teachers were scheduled with an intervention class. Administration along with Instructional Coaches established rubric for examining student data. Student performance on 5th, 6th, and 7th grade STAAR was examined and compared to campus criteria. At six week intervals ELA intervention students and all non-intervention students are examined for individual need. Students have been withdrawn from intervention and new students put in. Math intervention will be re-examined at the end of the semester.</p> <p>Benchmark data reviews follow every administration. Data reviews include item analysis, district ranking, grade groupings, and heat map of most missed TEKS on benchmark. After the data review teachers are provided a half day of PLC time to create classroom based intervention to fill student gaps. Teachers are also given access to specialists (GT, Dyslexia, ELL, etc.) to develop targeted supports. These lessons are highly differentiated to ensure compliance with scope and sequence. At the end of the three week reteach window teachers retest targeted students.</p> <p>Computer programs are regularly used in teacher intervention, SCE, DIP, and applied classes. Teachers use the software progress measures to adjust instruction.</p> <p>The campus, in conjunction with Discovery Ed, held a family night on 11/16/17. Swag bags were given out with computation games and fun writing prompts for families. Discovery Ed. had hands-on projects for students and parents to complete. San Antonio College and UTSA had booths set up in the gym along with the San Antonio Library. Flyers for the event were in English and Spanish.</p> <p>Starting on January 2018, Reading and Math Intervention groups were revisited. Teachers requested that they be able to work with their own students to close gaps.</p> <p>Our last Title I Family Night is scheduled for March 7th.</p>
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June Progress Check	<p>Intervention schedules were changed so that the teacher-of-record was also the student's intervention teacher. This helped to streamline the process of establishing student's needs. It also helped with student motivation because student/teacher relationships had already been cemented.</p> <p>Benchmark data reviews follow every administration. Data reviews include item analysis, district ranking, grade groupings, and heat map of most missed TEKS on benchmark. After the data review teachers are provided a half day of PLC time to create classroom based intervention to fill student gaps. Teachers are also given access to specialists (GT, Dyslexia, ELL, etc.) to develop targeted supports. These lessons are highly differentiated to ensure compliance with scope and sequence. At the end of the three week reteach window teachers retest targeted students.</p> <p>Computer programs are regularly used in teacher intervention, SCE, DIP, and applied classes. Teachers use the software progress measures to adjust instruction.</p> <p>The campus, in conjunction with Discovery Ed, held a family night on 11/16/17. Swag bags were given out with computation games and fun writing prompts for families. Discovery Ed. had hands-on projects for students and parents to complete. San Antonio College and UTSA had booths set up in the gym along with the San Antonio Library. Flyers for the event were in English and Spanish.</p> <p>Our last Title I Family Night is scheduled for March 7th.</p> <p>The Academic Dean met with students in STAAR SSI classes. The intent was to motivate the students to stay engaged during SSI.</p>
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Activity 1

Activity	Place students in reading and math intervention programs based on reporting categories.
Person Responsible	Academic Dean
Monitoring Measures	<p>Intervention design</p> <p>Number of students assigned to each intervention</p> <p>Intervention reports</p> <p>Benchmark performance levels</p> <p>Benchmark progress</p>
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, 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 2

Monitoring Measures	CDB performance data
Title 1 Fund	Yes
Title 1 Campuses	SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Activity	Conduct thorough ongoing review of performance data on each CDB and STAAR. This includes incoming 6th grade class, ELL, GT/Pre AP and Special Education data. Review campus processes, procedures, structures, and initiatives to determine areas of focus, allocate resources and formulate instructional expectations.
Person Responsible	Principal Academic Dean
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 3

Activity	Use technology applications, such as Think through Math, Achieve 3000, IReady, SuccessMaker, and Imagine Learning to supplement quality teacher instruction as pre-teach, differentiation, and progress monitoring tools for students receiving math and reading interventions.
Person Responsible	Academic Dean
Monitoring Measures	Walkthrough data Intervention data Reading levels
Title 1 Fund	Yes

Title 1 Campuses	SWC 2, SWC 8, SWC 9
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	

#### Activity 4

Activity	Host two Family Night of Family Literacy (NFL) events, one in the fall and one in the spring, with a rotation of math, reading, social studies and science, hands on activities. Add activities in Spanish to support all in the community.
Person Responsible	Principal Vice Principal
Monitoring Measures	Sign In sheets Surveys
Title 1 Fund	Yes
Title 1 Campuses	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	
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 :** Close the gap between All students and Special Education subgroup on all benchmarks and State assessments by 10% compared to 2017 scores.

**Goal :** System Safeguards: Close the gap between all students and Special Education subgroup on all benchmark and state assessments by 10% compared to 2017 scores.

**Goal Details**

Student Groups Impacted	All Students, African American, Special Education, Eco-Dis, ELL, Hispanic
Funding Needed	
Timeline for Implementation	August 2017 - June 2018

November Progress Check	<p>-Student performance on 5th, 6th, and 7th grade STAAR and Benchmarks was examined to fill intervention. At six week intervals ELA intervention students and all non-intervention students are examined for individual need. Students have been withdrawn from intervention and new students put in. Math intervention will be re-examined at the end of the semester.</p> <p>-During the creation of the master schedule collaborative teachers were thoughtfully assigned to general education teachers. These collaborative teachers were given common planning periods with the general education teachers for the purpose of preserving the PLC process. If the collaborative teacher has a schedule where he/she changes teachers, then the administration kept the collaborative teacher in the same content area. Those collaborative teachers are given a planning period for both grade level PLC meetings. PLC meeting feedback forms are monitored by the Academic Dean to check for teacher attendance and if the need of sub pops (like SpecEd) are being addressed.</p> <p>-On 10/10/17 a professional development session was given to provide training on the use of leveled readers. The campus has two sets of leveled readers; one for the applied classroom and one is available for all teachers in the library. According to lesson plans and walkthrough data, the leveled readers are being regularly used in classrooms to fill student gaps.</p> <p>-All collaborative pairs have attended structures training. On 11/14/17 special education teachers received professional development on PLAAFP/goals, data collection/IEPS, ARD preparation and transitions.</p> <p>-The campus is in year three of PBIS. The team has focused on in-class behaviors. The team delivered professional development during the in-service week before classes started and have had two PD days themselves. The PBIS team provided teachers with a flowchart outlining strategies for classroom management. PBIS as also implemented a Student of the Month award.</p>
March Progress Check	<p>At the beginning of the semester the students in intervention were changed based on teacher feedback. In ELA intervention was realigned so that teachers have the same students for intervention that they have for ELA class. Some students will take the CDBs online based on their individual learning needs. Many of these students include members of the SpecEd pop. ELA and Math departments are planning a STAAR review BLITZ. Individual student weaknesses have been identified through the CDB process and the BLITZ will target specific gaps that need to be filled among students.</p>
June Progress Check	<p>- = Widened Gap + = Closed Gap</p> <p>6th Reading +8%          6th Math +12%          7th Reading -4%          7th Math +3%          7th Writing -6%          8th Reading -3%          8th Math -4%          8th Science -7%          8th Social Studies -4%</p>

Activity 1

Activity	Utilize CDB, IEP, RTI, state assessment, and observation data to assign special education students to interventions and specialized instruction classes, monitor their progress, and place them in the appropriate instructional settings.
Person Responsible	Academic Dean Special Education Campus Coordinator

Monitoring Measures	Walkthrough data Benchmark data Intervention data Technical Assistance report data
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 8
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 2

Activity	Ensure collaborative Pairs are planning and utilizing collaborative structures weekly in lessons, to meet the needs of our special education students.
Person Responsible	Academic Dean Special Education Campus coordinator
Monitoring Measures	Staff development attendance sheets Walkthrough data Feedback to teachers Benchmark data Intervention data
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, 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	
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Activity 3

Promote Community Involvement	
Educate Diverse Learners	Objective 4. Develop and implement processes for vertical collaboration across bands of stakeholders.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	
Activity	Implement leveled readers, at least twice a week, in 6th grade collaborative classrooms, ESL classrooms as well as 6th, 7th and 8th grade applied classrooms.
Person Responsible	Principal Academic Dean Special Education coordinator
Monitoring Measures	Increased reading levels CDB data
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 8

Activity 4

Activity	Ensure collaborative pairs attend Day 1 and Day 2 structures training; Provide professional development to all special education teachers on PLAAFP/goals, data collection/IEPS, ARD preparation and transitions.
Person Responsible	Academic Dean Special Education Campus Coordinator
Monitoring Measures	Sign In Logs Walkthroughs
Title 1 Fund	Yes
Title 1 Campuses	SWC 2
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	Implement year three of PBIS during the 2017-2018 school year.
Person Responsible	Vice Principal
Monitoring Measures	School Discipline data
Title 1 Fund	Yes
Title 1 Campuses	SWC 10
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.

**Goal 4**

Need : Close the gap between All students and English Language Learner subgroup on all benchmark and State assessments by 10% compared to 2017 scores.

Goal : System Safeguards: Close the gap between all students and English Language Learner subgroup on all benchmark and state assessments by 10% compared to 2017 scores.

**Goal Details**

Student Groups Impacted	All Students, Special Education, Eco-Dis, ELL, Hispanic
Funding Needed	Title III
Timeline for Implementation	2017-2018 School Year
November Progress Check	<p>Two ESL teachers and the Transition Coach for EL students have been assigned specific content areas to provide direct support for classroom teachers. This support includes all core content areas. The ESL teacher's schedule has been adjusted to give them time to meet with core content PLCs.</p> <p>The ESL support teachers and the Transition Coach have modeled mini-lessons for classroom teachers revolving around high-yield strategies for EL students. The specialized teachers have also created learning stations for classroom teachers to use during differentiated instruction.</p> <p>eLPAC parent and other parents of EL students have been consulted regarding instruction. The campus counselors have conducted parent and community meetings called, Cafecitos. These meetings are conducted in both English and Spanish.</p> <p>All teachers have been given training by our Transition Coach that support EL students prepare for the TELPAS. The District has also provided the campus with the goal of one year's growth for every EL student. That growth has been equated to two additional questions answered correctly on this year's STAAR. All teachers have been made aware of this goal. Campus administration has provided teachers with a means of helping teachers to track this progress.</p>
March Progress Check	<p>In ELA intervention was realigned so that teachers have the same students for intervention that they have for ELA class. Many ELL students will take the CDBs online based on LPAC recommendations. Many of these students include members of the SpecEd pop. ELA and Math departments are planning a STAAR review BLITZ. Individual student weaknesses have been identified through the CDB process and the BLITZ will target specific gaps that need to be filled among students.</p>
June Progress Check	<p>- = Widened Gap    + = Closed Gap</p> <p>6th Reading +4%  6th Math +1%  7th Reading +3%  7th Math +5%  7th Writing -7%  8th Reading +17%  8th Math +12% (Closed Gap between All Students and LEP)  8th Science +10%  8th Social Studies +10%</p>

Activity 1

Activity	Train instructors on how to define, differentiate and implement effective academic conversations that maximize ELL student participation and provide engaging opportunities for ELLs to practice academic language and explore academic content in English.
Person Responsible	Academic Dean
Monitoring Measures	Walkthrough data Teacher feedback Academic conversations will be notated in lesson plans
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, 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	Teachers will offer engaging lessons that involve students conducting interviews with parents and community members regarding topics of interest to the students and relevant to classroom academic content.
Person Responsible	Academic Dean
Monitoring Measures	Lesson plans of PBL classes. Interview questions. Parent Feedback.
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 5, 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	
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Activity 3

Activity	Provide content-specific English language support through elective course for Beginning level students. Beginning students enrolled in the Beginning ESL class will also be enrolled in a Beginner Extension class.
Person Responsible	Academic Dean
Monitoring Measures	Work samples
Title 1 Fund	Yes
Title 1 Campuses	SWC 2
Promote Community Involvement	
Educate Diverse Learners	Objective 3. Implement systems to promote the development of student leadership, critical thinking, and self-management skills.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Improve community relations by giving parents and stakeholders an opportunity to dialogue in English and Spanish through the campus PTA, Parent Involvement Committee, and Counselor coffees.
Person Responsible	Vice Principal
Monitoring Measures	Agendas Surveys
Title 1 Fund	Yes
Title 1 Campuses	SWC 6
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 5**

Activity	Provide a full day of planning session twice a year. One with Central Office staff for all grade level content teams, and one without Central Office to equip teachers with the pedagogical strategies.
Person Responsible	Principal Academic Dean
Monitoring Measures	Walkthroughs
Title 1 Fund	Yes
Title 1 Campuses	SWC 1
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	

**Goal 5**

Need : 60% of all students in Pre-AP courses will meet "Exceeds" the standard on benchmarks and state assessments.

Goal : System Safeguards: 60% of all students in Pre-AP course will meet "Mastered Progression" on benchmarks and state assessment.

**Goal Details**

Student Groups Impacted	All Students, White, Hispanic
Funding Needed	Local
Timeline for Implementation	August 2017-June 2018
November Progress Check	<p>The Professional Development Committee has worked with the campus administration and has provided training for the staff.</p> <p>The campus has conducted a total of 12 grade-level meetings. These meetings have provided teachers with PD helping them to better engage students of poverty. These meetings have also included a segment, conducted by the VPO, that addresses discipline trends specific to grade levels.</p> <p>The campus administration has developed questions for the interview process that help the campus hire the best possible candidates. When possible, the content specific administrator is directly involved when hiring staff for their department. When the campus prepared to hire the newly created Instructional Coaching position, the interview process was thoroughly vetted by both campus and district administrators.</p>
March Progress Check	<p>During the second semester, PreAP students that were scoring below 70% on benchmarks were enrolled into reading and math intervention classes. The Pre-AP students are enrolled with their current Pre-AP ELA teacher to get individualized support.</p> <p>In addition, prior to the Algebra and Writing STAAR testing in April both math and ELA blitz sessions were offered to all "bubble" mainstream, spec ed and Pre-AP students based on their benchmark scores.</p> <p>Data analysis are conducted following all benchmarks to identify Pre-AP students that are struggling.</p> <p>Teachers are holding morning or afternoon tutoring sessions for students as well.</p>
June Progress Check	Of all STAAR tests given in 2017-2018, 64% of students reached "Mastered."

#### Activity 1

Activity	Utilize staff development committee to identify needs such as, plan ongoing learning, collect student products, and deliver targeted professional development that is monitored and refined through administrative walkthroughs and feedback.
Person Responsible	Academic Dean
Monitoring Measures	Agenda walkthrough
Title 1 Fund	Yes
Title 1 Campuses	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 2

Activity	Conduct grade level meetings that improve school safety by addressing instruction as well as discipline trends and strategies.
Person Responsible	Principal Academic Dean Vice Principal
Monitoring Measures	Discipline data walkthroughs
Title 1 Fund	Yes
Title 1 Campuses	SWC 2
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 3

Activity	Identify instructional and management skills necessary for teacher success at Jones; develop and utilize interview questions that reflect these attributes when selecting and hiring applicants with teacher input.
Person Responsible	Principal
Monitoring Measures	Interview data

Title 1 Fund	Yes
Title 1 Campuses	SWC 3
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	

#### 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 : Provide school wide learning opportunities for all students to be healthy and active for a lifetime.

#### Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	August 2017-June 2018
November Progress Check	Physical Education classes have been providing both rigorous physical activities and classroom lessons regarding healthy decision making.  Nutrition based material is posted on the campus.
March Progress Check	Raise awareness and recruit teacher for the NEF 5K fun run.  Campus liaison for health insurance and health-related resources presents to staff during faculty meetings.  Nutrition based material is posted throughout the campus.  Physical education classes provide both rigorous physical activities and classroom lessons regarding healthy decision making.

June Progress Check	<p>Teachers participated in NEF run and created running club.</p> <p>Health and Exercise club started by one of the teachers met weekly on campus.</p> <p>Nutrition based material is posted throughout the campus.</p> <p>Physical education classes provided both rigorous physical activities and classroom lessons regarding healthy decision making.</p>
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Activity 1

Activity	Provide moderate to vigorous physical activity in physical education as well post nutrition messages throughout the school.
Person Responsible	Vice Principal
Monitoring Measures	Walkthrough data
Title 1 Fund	Yes
Title 1 Campuses	SWC 2
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 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	