



**NORTHSIDE  
SCHOOL**



**INDEPENDENT  
DISTRICT**



# **SCHOOL IMPROVEMENT PLAN**

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**JORDAN MIDDLE SCHOOL**

**2017-2018**

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## JORDAN MS

### Needs Assessment 2017-2018

#### Process

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

With the appointment of a new principal in June of 2016, the campus leadership team met to review the drafted SIP. The SIP was reviewed and campus goals were updated to include missed safeguards in the areas of sub-pops, SE and ESL. Revisions were made based on teacher feedback and the results from the Organizational Health Inventory which was administered to the campus in September 2016.

Throughout the year, campus leadership team met to review the SIP and discussed current goals and objectives. Coverstations about progress and improvement provided data to refine our 2016-2017 SIP.

On February 1st and 2nd, administration met with campus coordinators and level leaders to review the CSF's and begun to identify campus needs. These reflections led to gathering and analyzing data for the seven CSF's from stakeholders. Informal data was collected from parents specifically around parental involvement.

The campus needs that were identified included providing instructional support for SE/EL students and increasing parental and community involvement.

In May, campus administration met with a cadre of teacher volunteers to identify goals and activities related to campus needs. Teachers were asked to create a list of possible activities that could potentially help address the areas of supporting SE/EL students and increasing parental and community involvement. All members identified 3-5 activities they personally believed would support the campus needs.

In June, campus administration met to review STAAR 2016-2017 data as well as attendance and discipline data. Goals and activities for our 2017-2018 SIP were reviewed.

## 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 type="checkbox"/> Regression graphs
<input checked="" type="checkbox"/> Student demographics
<input type="checkbox"/> Special populations enrollment, performance, and LRE
<input checked="" type="checkbox"/> TELPAS
<input type="checkbox"/> Promotion/retention (Elementary)
<input checked="" 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>Campus needs to provide multiple opportunities for student success. Homework needs to have purpose.</p> <p>298 failed courses in 1st semester. 391 failed courses in 2nd semester. Implemented collaborative model with SE teacher in 6 and 7 ELA, 6,7,8 Math, 8 science.</p> <p>Strength with some collaboration / PLC</p> <p>Weakness with Analyzing Data in depth</p> <ul style="list-style-type: none"> <li>+ Failure rates</li> <li>- TELPAS (for other languages not Spanish)</li> <li>+Students passing Reading / Math STAAR by 8th &amp; increases 6th-8th</li> <li>+ + CDB Analysis</li> <li>- Students in Pre AP that struggle a lot.</li> </ul> <p>Failure rates in grade 8 math are high.</p> <p>2016 compared to 2017</p> <p>Algebra students scored 100% on EOC.</p> <p>Grade 8 Reading Cohort</p> <ul style="list-style-type: none"> <li>+9% all students</li> <li>+11% LEP</li> <li>+8% ESL</li> <li>+24% SE</li> </ul> <p>Grade 8 Math Cohort</p> <ul style="list-style-type: none"> <li>+3% all students</li> <li>-6% LEP</li> <li>-8% ESL</li> <li>+2% SE</li> </ul> <p>Grade 8 TELPAS Cohort</p> <ul style="list-style-type: none"> <li>3.1/3.1 average score</li> <li>58%/63% students improved 1 proficiency level (+5% increase)</li> <li>4%/0% students improved 2 proficiency levels</li> <li>62%/63% students improved 2 or more proficiency levels</li> </ul> <p>Grade 7 TELPAS Cohort</p> <ul style="list-style-type: none"> <li>3.1/3.3 average score</li> <li>68%/86% students improved 1 proficiency level(+18% increase)</li> <li>0%/0% students improved 2 proficiency levels</li> <li>68%/86% students improved 2 or more proficiency levels</li> </ul> <p>Grade 6 TELPAS</p> <ul style="list-style-type: none"> <li>3.2 average score</li> <li>62% students improved 1 proficiency level</li> <li>3% students improved 2 proficiency levels</li> <li>63% students improved 2 or more proficiency levels</li> </ul> <p>STAAR Scores 2016 compared to 2017</p> <ul style="list-style-type: none"> <li>6 Reading 72%/70% (2-)</li> <li>6 Math 69%/75% (6+)</li> <li>7 Writing 69%/74% (5+)</li> <li>7 Reading 66%/75% (9+)</li> <li>7 Math 68%/67% (1-)</li> <li>8 Reading 90%/86% (4-)</li> <li>8 Math 91%/86% (5-)</li> <li>8 Science 83%/76% (6-)</li> <li>8 Social Studies 76%/62% (14-)</li> </ul>
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**CSF 2: Use of Quality Data to Drive Instruction**

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

 Student attendance Discipline Grades CDBs Common Assessments Other

Findings	<p>Departments use data to reteach skills.</p> <p>PLC are progressing in disaggregating data to revamp the lessons to meet the needs of all students and be able to share among colleagues what works and doesn't work.</p> <p>Special Education - Data collection system has improved to write goals for students. Data is used for pacing and to reteach.</p> <p>A focus on ISS placement took place this past year in order to keep students in their instructional setting. ISS placements went down from 2015-2016 to 2016-2017.</p> <p>A benchmark protocol was created to be used as a tool when disaggregating data.</p> <p>Implemented collaborative model and the use of collaborative structures.</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	<p>Each administrator was assigned a PLC and a part of their department PLC.</p> <p>More walk-through's with a focus on T-TESS dimensions.          Communicated with families via the messenger system. Highlighted the great things happening at Jordan MS by utilizing twitter.          Midyear admin evaluations were conducted by staff.</p> <p>Weekly Jag Tuesday Meetings included faculty meetings, RTI/LPAC, Department Learning Time, committee meetings.</p> <p>SIP committee discussed the following:</p> <ul style="list-style-type: none"> <li>- Fear of change/stuck on old ways</li> <li>+ PLC</li> <li>- Competition</li> <li>+ Common Assessments</li> <li>++ Common Assessments</li> <li>+ 6th poetry pullouts</li> <li>++ Saturday School</li> <li>- Student attendance</li> <li>++ CDB's</li> <li>-- Need smaller collab classes (no more 28w/ 10 speed)!!! &amp; ESL</li> </ul> <p style="text-align: center;">(More consistent special Ed. Teacher so weight is not as much on gen. Ed. Teacher.)          Esp. with extra paperwork load.</p> <ul style="list-style-type: none"> <li>+ Willingness to help out entire campus.</li> <li>+ Professional Development including Classroom management</li> <li>+ Teacher input</li> <li>+ Level Leaders             <ul style="list-style-type: none"> <li style="padding-left: 40px;">Sharing Responsibility</li> </ul> </li> <li>- Vertical , sharing, communication</li> <li>++ Communication</li> <li>+ Campus goals             <ul style="list-style-type: none"> <li style="padding-left: 40px;">- Master schedule                      Advisory: logistic + attendance with rotations</li> <li style="padding-left: 40px;">- Dist. of leadership &amp; resp. (maybe too many respons..)</li> </ul> </li> <li>++ teacher input</li> </ul>
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<b>CSF 4: Increased Learning Time</b>	
<p>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.</p>	
<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 checked="" type="checkbox"/>	Tutorials

<input type="checkbox"/> Other	
Findings	<p>RTI-continue to increase the use of RTI for documenting academic progress for struggling students.</p> <p>Continue to identify students in need of enrichment and intervention support.</p> <p>Continue to enhance specialized learning for students in need of acceleration.</p> <p>Continue to offer Saturday School.</p> <p>Homework center in the AM and PM.</p> <p>Every core academic at every grade level offers weekly tutoring.</p> <p>Monthly RTI open labs where counselors and admin were available for support and assistance.</p> <p>RTI professional development provided by counselors and LSSP.</p> <p>Increased learning time for staff during department learning time.</p> <p>6th grade advisory program provided an opportunity for students to rotate into an ELA and math class for additional interventions.</p> <p>PLC time needs to be utilized more effectively. Planning protocols will be developed and PLC foundations will be revisited.</p>

<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 type="checkbox"/> Family and community input	
<input checked="" type="checkbox"/> Family and community services	
<input type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	
Findings	<p>SAT/PTA needs more parent involvement.</p> <p>Athletic Awards night for 7/8 grade.</p> <p>Elective Night for incoming 6th graders.</p> <p>Rotation of electives for current 6th and 7th grader during the school day.</p> <p>Pre-AP Q and A Night.</p> <p>Winterfest Family Night.</p> <p>Art Exhibits</p> <p>Open House</p> <p>Parent Conferences</p> <p>Parent involvement in Special Olympics and Special Education Activities.</p> <p>Science and History Fair</p> <p>GT Project Presentation Night</p> <p>Increase parental information through newspaper, website, and call out system</p> <p>Counselors coffee - Endorsements, HS course card</p> <p>Award ceremonies (6 weeks pillars of character, 8th grade, NJHS, GT)</p> <p>Community service projects</p> <p>Academic field trips</p> <p>Kick off meeting for Watch Dogs.</p> <p>Had a few parent chaperones for school dances.</p>

**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	<p>Discipline training, referral training, and on going discussions about consequences.  Hallway action plans.  Discipline support.  Leadership Team discussed behavior concerns. Discipline data was reviewed noting the highest offense violation - mobile device violation. A new system was created for mobile devices to decrease this infraction.  ISS and OSS placements decreased.  Relationships were a key component this year, driving down the number of students being sent to the office.  Celebration teams were created.  6 weeks celebrations occurred.  Increased parental involvement at school events.  Campus faculty and staff celebrations for individual and group achievement.</p> <p>Increase in attendance at student events by faculty and staff.</p> <p>Student attendance:  Student attendance was 95.55% for 2016-2017.  21.5% of students had 10 or more absences for the year.  2.8% of students had 19 or more absences for the year.</p> <p>Discipline:  Jordan ranked 8/20 for percentage of students with 1 or more referrals. Last year 44.6%, 9/20  Teacher written referrals range from 1-85 referrals. Decrease (99) from last year.  22 teachers wrote 19 or more referrals. Decrease from last year (34).</p>
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**CSF 7: Teacher Quality**

Teacher Quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development. Evidence shows that low income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers.

Teacher attendance

Teacher experience and years on campus

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		
<table border="1"> <tr> <td style="width: 10%;">Findings</td> <td> <p>Keep class sizes to 27 or less.            Improve and maximize the use PLC planning time.            Continue to use research based strategies.            T-TESS staff development.</p> <p>All departments were provided with department learning time one time a month and used to provide/present/showcase instructional methodologies.            54.5% of teachers had 10 or more absences for the year.            92% of IAs had 10 or more absences for the year.            38% of other staff (admin, secretaries, café, PO, counselors, etc) had more than 10 absences for the year.            Staff attendance rate for 2016-2017 was 97.5%.            Average of 10 or missed days by staff was 61.5%.</p> </td> </tr> </table>	Findings	<p>Keep class sizes to 27 or less.            Improve and maximize the use PLC planning time.            Continue to use research based strategies.            T-TESS staff development.</p> <p>All departments were provided with department learning time one time a month and used to provide/present/showcase instructional methodologies.            54.5% of teachers had 10 or more absences for the year.            92% of IAs had 10 or more absences for the year.            38% of other staff (admin, secretaries, café, PO, counselors, etc) had more than 10 absences for the year.            Staff attendance rate for 2016-2017 was 97.5%.            Average of 10 or missed days by staff was 61.5%.</p>
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**Priority Needs**

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

Priority Need 1

Partnerships and relationships between our staff, families and community need to continue to increase.

CSF 5 Family and Community Engagement  
 CSF 6 School Climate

Priority Need 2

Special education students have scored lower in STAAR tests in the areas of reading, writing, math, social studies, and science.

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

Priority Need 3

ELL students have scored lower in STAAR tests in the areas of reading, writing, math, social studies, and science.

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

Priority Need 4

Transition for incoming students and building school spirit.

CSF 5 Family and Community Engagement

CSF 6 School Climate



**CAMPUS: JORDAN 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**

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		AM - How do you inspire those around you? What do you believe? Creating a Mission Statement (Begin developing new mission statement)	Instruction	All Staff	All Students	Local	3
08/22/2017		AM - T-TESS Refresher, Convocation PM - PLC Foundation (Focus On The Learning)	Instruction	All Staff	All Students	Local	6
08/23/2017	08/25/2017	8/23/17 PM - District Pull-outs 8/25/17 AM - 504/Dyslexia/Bloodborne pathogens, Discipline and Cybersecurity, Educators Guide to High Risk Behavior PM - Gradebook Training, District Online Requirements, DI/Tech, Multi-Hazard Emergency Operational Plan	Curriculum	All Staff	All Students	Local	3

10/09/2017		AM - District Pull-outs PM - Communication; PLC (Q3 and Q4)	Curriculum	All Staff	All Students	Local	6
11/20/2017		Teacher Choice	Instruction	All Staff	All Students	Local	6
11/21/2017		Teacher Choice	Instruction	All Staff	All Students	Local	6
02/19/2018		AM - District Pull-outs PM - PLC (Results Orientation)	Instruction	All Staff	All Students	Local	6

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	76%	43%	75%	74%	79%	77%	43%	18%	80%
African-American	73%	35%	70%	66%	74%	71%	38%	17%	73%
Hispanic	75%	42%	75%	69%	77%	77%	41%	16%	80%
White	79%	52%	81%	85%	87%	78%	51%	25%	80%
Economically Disadvantaged	68%	33%	65%	66%	71%	74%	36%	12%	76%
Special Education	36%	20%	50%	36%	43%	36%	17%	7%	50%
At-Risk	58%	18%	70%	56%	62%	62%	22%	5%	65%
Limited English Proficient	41%	9%	50%	44%	42%	47%	9%	3%	50%
Asian	92%	63%	90%	91%	81%	90%	61%	26%	90%
American Indian	100%	100%	100%	74%	77%	N/A	N/A	N/A	100%
Hawaiian Pacific Islander	67%	67%	80%	76%	81%	0%	0%	0%	80%
Two or More	90%	66%	85%	83%	89%	88%	63%	35%	90%

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	67%	43%	65%	68%	70%	74%	41%	13%	76%
African-American	71%	49%	60%	58%	65%	62%	33%	12%	67%
Hispanic	65%	35%	65%	63%	67%	76%	40%	13%	78%
White	76%	66%	75%	79%	81%	63%	40%	13%	65%
Economically Disadvantaged	60%	31%	60%	59%	59%	70%	32%	9%	72%

Special Education	22%	12%	45%	27%	31%	33%	17%	14%	50%
At-Risk	47%	19%	50%	46%	47%	57%	16%	2%	59%
Limited English Proficient	20%	13%	35%	38%	31%	42%	4%	0%	50%
Asian	88%	88%	90%	89%	79%	90%	65%	15%	90%
American Indian	N/A	N/A	N/A	65%	57%	N/A	N/A	N/A	90%
Hawaiian Pacific Islander	0%	0%	N/A	71%	75%	N/A	N/A	N/A	90%
Two or More	76%	65%	70%	76%	82%	100%	80%	20%	90%

**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	75%	41%	70%	76%	77%	75%	38%	12%	77%
African-American	66%	33%	70%	65%	70%	67%	35%	12%	70%
Hispanic	74%	39%	70%	72%	75%	75%	36%	10%	77%
White	80%	52%	80%	85%	86%	76%	46%	19%	88%
Economically Disadvantaged	70%	33%	65%	69%	68%	70%	31%	9%	70%
Special Education	41%	24%	45%	44%	47%	41%	15%	7%	52%
At-Risk	58%	18%	55%	61%	62%	61%	16%	3%	65%
Limited English Proficient	50%	18%	50%	58%	54%	58%	15%	6%	57%
Asian	89%	72%	90%	94%	85%	96%	59%	33%	96%
American Indian	100%	100%	100%	75%	77%	N/A	N/A	N/A	90%
Hawaiian Pacific Islander	50%	0%	50%	78%	83%	100%	0%	0%	90%
Two or More	74%	48%	70%	82%	85%	88%	53%	19%	90%

**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	100%	98%	100%	82%	99%	100%	93%	65%	100%
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**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	83%	53%	80%	74%	76%	76%	41%	12%	78%
African-American	80%	56%	73%	63%	68%	77%	33%	10%	80%
Hispanic	83%	52%	80%	69%	72%	73%	36%	11%	75%
White	81%	50%	85%	86%	88%	82%	60%	12%	85%
Economically Disadvantaged	79%	41%	75%	66%	66%	73%	33%	8%	75%
Special Education	60%	37%	60%	38%	44%	37%	14%	4%	50%
At-Risk	67%	24%	60%	56%	57%	62%	21%	2%	65%
Limited English Proficient	14%	14%	50%	44%	36%	40%	8%	0%	50%
Asian	100%	67%	90%	92%	84%	100%	75%	50%	100%
American Indian	N/A	N/A	N/A	73%	86%	N/A	N/A	N/A	90%
Hawaiian Pacific Islander	100%	100%	100%	75%	84%	0%	0%	0%	90%
Two or More	83%	83%	85%	83%	87%	95%	68%	21%	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	76%	35%	75%	62%	63%	62%	30%	18%	65%
African-American	72%	32%	70%	50%	55%	59%	26%	13%	63%
Hispanic	74%	33%	75%	55%	58%	57%	26%	15%	60%
White	86%	42%	85%	75%	80%	80%	49%	33%	83%
Economically Disadvantaged	68%	24%	70%	51%	51%	58%	25%	12%	60%
Special Education	43%	31%	50%	30%	33%	27%	14%	8%	50%



At-Risk	58%	18%	55%	40%	40%	45%	14%	5%	50%
Limited English Proficient	14%	0%	50%	29%	22%	20%	0%	0%	50%
Asian	100%	56%	85%	87%	76%	100%	63%	38%	100%
American Indian	N/A	N/A	N/A	61%	57%	N/A	N/A	N/A	90%
Hawaiian Pacific Islander	100%	100%	100%	63%	84%	0%	0%	0%	90%
Two or More	83%	67%	75%	72%	80%	84%	37%	21%	90%

## ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	95.6%	97%
African-American	95.4%	95.8%	95.7%	97%
Hispanic	95.6%	95%	95.4%	97%
White	96%	95.8%	95.6%	97%
Economically Disadvantaged	95.4%	94.4%	95.1%	97%
Special Education	94.5%	93.9%	94.4%	96%
Limited English Proficient	96.4%	95.8%	95.9%	97%
Asian	97.8%	96.8%	97.6%	98%
American Indian	95.3%	95.2%	92.2%	95%
Hawaiian Pacific Islander	95.5%	96.1%	96.4%	97%
Two or More	95.9%	96%	95.7%	97%

## RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% of Students Retained	0.05%	0.17%	0%

## DROP OUT RATE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	0.4%	0.1%	0.1%	0%

African-American	0.6%	0%	0%	0%
Hispanic	0.4%	0.1%	0.1%	0%
White	0.2%	0.1%	0%	0%
Economically Disadvantaged	0.4%	0.2%	0.2%	0%
Special Education	0.4%	0.4%	0%	0%
Limited English Proficient	0.6%	0.1%	1.7%	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	777	780
PSAT Reading/Writing Section Mean	396	388	390
PSAT Math Section Mean	395	389	392

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

### Goal 1

Need : Partnerships and relationships between our staff, families and community need to continue to increase.

Goal : Create, improve, and maintain campus partnerships and relationships among staff, students, families, and the community.

### Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	All school year
November Progress Check	<p>Members of PTA created templates for teachers on their boards. Parent volunteer asked to help organize spirit shirts for teachers after seeing a Jordan tweet. Partnership between Athletics and ALE to collect items for Hurricane Harvey. 8/30/17 CTC: Tweet out what/who has inspired you this week. Football team invited parents for their hot dog night to volunteer. There were 12 new parents who completed the background check and are ready to help in other ways around the campus as a result of the Hot Dog cookout. Front office has two parent volunteers on Tuesdays. Library has 2 parent volunteers throughout the week. Electives department -- Choir, band, and orchestra concerts. School-wide Dia de los Muertos activities from Spanish. Theatre did Thrill-a-Mill with the San Antonio Food Bank &amp; raised about 500lbs of food. Art participated in PTA Reflections Contest. Band performed at Evers for Veterans Day! We have purchased over 6000.00 dollars of sound equipment for both of our gyms. PE In partnership with ELA held poetry readings for Heroe's Week -Anti-bullying poetry. Heroe's Awards, held during Bully Awareness Week, awarded to students that were chosen by their peers to exhibit characterists for heroe's on campus. Counselors, in partnership with Student Council, created and awarded Red Ribbon Week Shoe Contest that encouraged students to live drug free. In partnership with the Optimist Club, Jordan students were recognized for their academic successes. Jordan held Technology night for parents to learn about the different technology students/parents can use and met with Warren counselors. Pep rally included a Veterans part, parents and veterans were invited.</p>

March Progress Check	Electives held Choir, band, orchestra concerts. Two theater arts performances. Chalkfest for Art. Participation in Los Leones publicity contest with art including 1 student winner and 1 student honorable mention. Participation in the PTA Reflections including 1 student honorable mention. Counseling Department scheduled Construction Careers Field Trip, Warren ROTC visits for 8th graders, Elective Night for incoming 5th graders, Magnet School visits, 6th/7th grade Registration Night, Holmes/Warren Field trips for 8th graders, and Holmes Pep Squad visits for 8th graders. Participated in Optimist Awards at Holmes, . PE held an awards night at Bigs for Athletics, Parent meetings for girls and boys basketball, tennis, golf. Finalization of sound equipment that will be installed in the gym in April. ELA active communication with parents about student tutoring needs and attendance. Held Winterfest for all students, community and feeder elementaries. Created a partnership between Whataburger and Walmart.
June Progress Check	Electives-Choir, band, orchestra, dance, and theater performances, participated in ArtFest. Fine Arts went to the elementary schools on a recruitment tour. ELA-- communicated w/ students and parents about both MS and HS summer reading expectations PE boys had a basketball tournament and posted winners in each period. Athletics treated all boys and girls to pizza and games at Incredible Pizza. Organized an EF Tours parent night for 7th grade students. Mentors for ALE students attended Special Olympics and the zoo field trip to support ALE students. Watch Dogs were on campus an average of 2-3 times a month. Included our 6th and 7th grade award recipients of the Ann Jordan Writing Award with our 8th grade award night. Encouraged tweets by faculty and staff at least twice a month. Held a spring pep rally and recognized students from spring sports and Fine Arts programs.

#### Activity 1

Activity	We will obtain, create, and maintain a partnership with community members for a career exploration day for students.
Person Responsible	Counselors Librarian Career Exploration Committee Adminsitration
Monitoring Measures	Students will be participate in a career explorations rotation.
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	We will establish a mentoring program for our students. NJHS/AVID students with Evers Elementary At-Risk students with Warren HS
Person Responsible	Counselors NJHS Sponsor AVID teacher
Monitoring Measures	Students will be provided with a mentor and will meet with their mentors a minimum of 2 times a six weeks.
Title 1 Fund	
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	

Activity 3

Activity	We will improve our Winterfest by offering additional activities for students and families to participate in. We will also host additional family nights: Appreciation Dinner for families, Meet the Jag Night for 7th and 8th grade athletics, a pep rally for incoming 6th graders. We will provide opportunities for parents to become involved in the Watch Dogs program and invite parents to become daytime parent helpers (running copies for teachers, laminating, etc).
Person Responsible	Parental Involvement Committee Administration Coaches PTA Teacher Representative
Monitoring Measures	Winterfest to be held in the fall. Activities for students will range from K-8 grade level. Appreciation dinner to held in the spring. Meet the Jag night in fall for FB, VB and spring for BB, Tennis, Track, Golf. Pep Rally for incoming 6th graders to be held in the first six weeks of school. Watch Dogs and Parent Volunteers to begin volunteering in the first six weeks of school.

Title 1 Fund	
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	We will continue to increase our communication with our parents and students through Twitter and Facebook. We will also continue to use School Messenger and try to increase our communication with parents and students through NISD communication app.
Person Responsible	Administration Teachers
Monitoring Measures	Weekly Tweets and Facebook posts to showcase happenings on campus. Communication via the NISD communication app for teachers.
Title 1 Fund	
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 5

Activity	We will provide more opportunities for students to be acknowledged for their successes. We will continue with our 8th grade awards night and implement a 6th, 7th, and 8th grade athletics awards night, and a Fine Arts awards night.
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Person Responsible	8th grade awards night chairperson Coaches Fine Arts teachers
Monitoring Measures	Awards nights will be held in the spring to acknowledge and celebrate student successes.
Title 1 Fund	
Title 1 Campuses	
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	

**Goal 2**

Need : Special education students have scored lower in STAAR tests in the areas of reading, writing, math, social studies, and science.

Goal : System Safeguards: Increase the academic performance levels of special education students assessed on STAAR and district benchmarks in reading, writing, math, social studies (to include Hispanic and EcoDis), and science.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	All school year

November Progress Check	Accommodations committee. Accommodations Lab weekly to Ts. Collab IST support-initial mtg held. SE Ts participate in PLC weekly; Dean and SE coordinator scheduled failure meetings w/ Ts for 1st six weeks to discuss interventions & ideas to improve outcomes; mini SE "caseloads" of 3 bubble students assigned to each counselor, dean and SE coordinator to provide organizational support, encouragement, and accountability. new SE Ts attended collab structures training; google forms implemented to help case managers get accurate, timely feedback from content teachers for PLAAFP; 3 walk throughs per week to ensure fidelity to structures and allow for input. Ts provided w cards to make "cheat sheet" (info on Sts eligibility, acc, mod, STAAR, behavior) to be utilized in PLCs. Art3 collaborated w/ ALE on reading/art project. Science - allowing SE s to cut out ex from magazines. Use Quizlet live to review vocab. Hand motions for vocab. Alt assignments as long as same TEKS are mastered. Reteach low performing TEKS. Collab partners visited and observed other collab teams in different grades/subjects.
March Progress Check	1/30/2018 - Failure ARDs held for all students failing a core subject for the year to review/update accommodations and placement as needed; March 2018 update - Dacarie Haskett continues to provide support to collab partnerships. New teacher was provided with collaborative planning support from Ms. Haskett as well as district support from IST for applied class. Met with district personnel to plan for collaborative schedules for next year. SE Math IST met with new applied math teacher for support. SE coordinator and SE staff continue to attend 5th grade ARDs at feeder campuses to prepare for upcoming needs. Amendments for STAAR accommodations were completed to reflect the most current accommodations and needs. Electives-- Choir music offered in braille for blind student. FCS allows SE students a chance to engage in motor skills in cooking unit. ELA: actively tracking CDB progress for SPED; specifically targeted ELL and SPED students for STAAR tutoring and Saturday School; Collab classes have students tracking their own scores and progress on CDB and STAAR practice tests.
June Progress Check	Art collaboration with ALE continues. Completed AIP and ARD for all STAAR first round administration failures, communicated with parents and included SE students in blitz. ELA-- recognized SPED poetry in Ann Jordan contest, SPED scores in 8th grade reading are up 8% for first administration from last year. SPED scores in 8th grade went down 2%. Consultation support was provided for collab pairs by Dacarie Haskett. Partners were provided with feedback, suggestions for improvement. Dacarie also taught and modeled a respect lesson for a struggling collab pair. Hired a new 6th grade applied/collab teacher. Planning around best and effective partnerships for next year's master schedule.

#### Activity 1

Activity	Teachers will analyze common assessment data and use the data to make decisions for pacing, reteaching, and interventions.
Person Responsible	All teachers Department coordinators Administrators
Monitoring Measures	Increase in CDB scores. Decrease in 6 weeks failure rates. Targeted intervention support embedded within daily instruction.
Title 1 Fund	



Title 1 Campuses	
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 2

Activity	Continue and expand on providing support for collaborative pairs with collaborative structures. SE cadre will support PLCs with providing appropriate instructional accommodations.
Person Responsible	SE Coordinator Academic Dean SE teachers GE teachers
Monitoring Measures	The use of collaborative structures will increase from a minimum of 1 time a week at the beginning of the school year to 3-4 days a week by the end of the school year.
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

### Activity 3

Activity	Teachers will review individualized accommodations for students when planning lessons. Students will be provided with individualized accommodations. Accommodations provided will be similar to the designated supports that are available on STAAR.
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Person Responsible	SE teachers SE coordinator Administration
Monitoring Measures	Teachers will know include accommodations in their lesson plans.
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 5. Provide rigorous, complex, and meaningful learning that promotes readiness for post PK-12 experiences.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 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 : ELL students have scored lower in STAAR tests in the areas of reading, writing, math, social studies, and science.

Goal :

**Goal Details**

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	All Year

November Progress Check	ELL cadre. JAGS ROAR (J-Jags will... A-Academic Vocabulary G-Guiding Question S-Supports R-Rigor O-Objective of Language A-Accommodations R-Refinement) ESL Failure meetings held to review st progress to determine support. Open Labs for suggestions and recommendations for accommodations. Ts completed data cards for each ESL student. Electives using recording apps (like ReCap, Google Classroom, Adobe Spark, FlipGrid) for students to submit performance-based work, which gives students a chance to practice with recording software. Science - Giving ELL students a pre filled template of a comic strip to understand chemical reactions. Quizlet live to review vocab. Hand motions for vocab as a technique to help students remember definitions. Allowing ELLs to respond verbally during indpt practice. Alternative assignments w/ same TEKS are covered/mastered. Reteach low performing TEKS using stations and extra practice. ELA 7 uses planning to split into a SPED/ELL focused group and a Pre-AP focused group to develop/brainstorm strategies to better accommodate special pops
March Progress Check	Electives provides visual, written, and oral aides to assist students in accessing the content. Alternative assignment expectations aligned with TEKS. ELA: students track scores on CDBs and creating goals for our students; pairing w/ librarian to find Spanish and Arabic versions of class novels. Targeted ELL and SPED students for STAAR tutoring and Saturday School. Met with Central Office staff to review year to date progress and to collaborate on class sizes. Identified a Beginner's ESL teacher for ELA in all grade levels. ESL teacher has incorporated 8th grade history TEKS into weekly lessons for ELD classes. International Friendship club was created to allow ELLs/NJHS students to collaborate and practice their social language. The club continues to meet weekly.
June Progress Check	Electives provide objectives of language for new content, use recording apps for students to submit work, allow students to express themselves through more than just language ELA-- ELL reading STAAR scores are up from last year by 8%. Math scores for ELL are down 3%. 10 8th graders were eligible for exit. 7 of those students met exit criteria. ESL teacher incorporated 8th grade history TEKS into lessons. Master schedule planning included best fit for students and teachers. History teachers were identified to participate in new ESL model for next school year.

#### Activity 1

Activity	Teachers will analyze common assessment data and use the data to make decisions for pacing, reteaching, and interventions.
Person Responsible	GE teachers Department coordinators Administration
Monitoring Measures	Teachers will use CDB data when planning their lessons. Lessons will include reteach opportunities weekly and interventions provided within the school day.
Title 1 Fund	
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	

### Activity 2

Activity	Develop an ELL cadre to support the new district ELL model. Cadre will utilize TEKS, ELPS, Language Objectives when planning and creating lessons.
Person Responsible	GE teachers ESL teacher Administration
Monitoring Measures	Teachers will be trained on the ELPS and Language Objectives. Teachers will display the ELPS, TEKS, and Language Objectives on their board daily and will be in their lesson plans.
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	Use TEKS, ELPS, and TELPAS data when planning lessons and creating language objectives in order to provide appropriate individualized accommodations based on students current proficiency levels.
Person Responsible	GE teachers ESL teachers Administration
Monitoring Measures	TEKS and ELPS will be found on the lesson plan. Accommodations will be identified in the lesson plans based on students proficiency level. Teachers will be able to identify students proficiency levels and know how best to support them.

Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	Objective 7. Use data to inform and drive instructional decision-making.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

#### Activity 4

Activity	
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 4**

Need : Transition for incoming students and building school spirit.

Goal : Provide transition activities for incoming students and increasing school spirit among staff and students.

**Goal Details**

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	All school year

November Progress Check	Open House was held 8/23 and 8/24. Advanced band students performed for parents entering the building. 8/31/17 Ice Cream Social was held for 6th graders and their parents. FCS Food Truck Competition built spirit. Band performs at Evers for Veterans Day! Counselors coordinated Declaration of Respect, Stamp out Bullying Pledge, David's Law Pledge to allow students to create a bully free environment on campus. Pillar of Character Awards- Teachers nominated students that exhibited the pillar of Caring. NJHS did "Kindness in Chalk" to spread positive messages for the campus; Hero's Day honored kids and community members who display strong character, and also celebrated the positive poetry and raps of our ELA students. Pep Rally celebrated our athletes, fine arts students, veterans, and veterans' families. Spirit shirts were available
March Progress Check	Music department completed the Elementary School tours, Electives Night for incoming 6th graders, 5th grade Strings, Evers Choir 25th Anniversary performance. Counseling Department- Elective Night for incoming 5th grade students. Staff continues to participate in team challenges. Organize and scheduled the incoming 6th grade Jag Camp. Celebrated Pillars of Character every 6 weeks. Celebrated and recognized collaborative pairs at a collab breakfast. Held Winterfest for all students, community and feeder elementaries. Created a partnership between Whataburger and Walmart.
June Progress Check	Electives-- pep rally performance in June, FCS made teacher appreciation week gifts, ELA-- prepared students for both MS and HS summer reading expectations, recognized writers in all grade levels at 8th grade awards. Hosted a field day for 8th graders. 8th grade boys vs girls volleyball competition. Pep Rally and recognition of our achievements in extra-curricular activities. AVID teacher recommendations for next year's 7th & 8th graders. HS & College T-shirt days.

#### Activity 1

Activity	Fall/Winter Fest
Person Responsible	Sizemore Parental Involvement Committee
Monitoring Measures	Hold one fall/winter fest during the first semester.
Title 1 Fund	No
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	Faculty/Student Competition
Person Responsible	School Involvement Committee Villarreal
Monitoring Measures	Friendly spirit and/or sports competitions between staff and students.
Title 1 Fund	No
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 3

Activity	Promoting college-college affiliation banner and t-shirt days
Person Responsible	Admin Counselors
Monitoring Measures	Promote higher-ed by offering college shirt days for students and staff.
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 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 :

Goal Details

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

Activity 1

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 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	
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Goal : Improve the quality of physical health and activity for all students, faculty, and staff.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	All year
November Progress Check	Provided healthy food and snacks options to teachers at all meetings and trainings were food was served. Had students, faculty and staff participate in the 7th inning stretch at least 2 times a month.
March Progress Check	Provided healthy food and snacks options to teachers at all meetings and trainings were food was served. Had students, faculty and staff participate in the 7th inning stretch at least 2 times a month.
June Progress Check	Electives -- still eating healthy once in awhile! :) During Teacher Appreciation Week many clubs and programs offered healthy options for teachers during breakfast and/or lunch, and also during holiday celebrations. Staff development days and STAAR testing days, teachers were provided with healthy snacks. Immunization bus was on campus in May.

Activity 1

Activity	Establish a community fun run/walk in conjunction with a health fair. Health fair to include shot bus, blood mobile, hospital system, health screenings, YMCA, NISD PD, SAFD.
Person Responsible	PE coaches/Fun Run Committee Nurse Counselors Admin
Monitoring Measures	Health Fair with local/community organizations. 150 families in 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	Objective 3. Implement, provide, and maintain instructional facilities that support a safe, healthy, and comfortable learning environment in a growing community.

### Activity 2

Activity	Advertise and promote the campus 'get fit and eat healthy' challenge for faculty and staff. Advertise and promote the district weight loss challenge for faculty and staff.
Person Responsible	Nurse
Monitoring Measures	25% of our staff will participate in the 'get fit and eat healthy' challenge.
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	Implement a 7th inning stretch once a week. Students and faculty will participate in a 30 sec to 1 min 7th period stretching exercise.
Person Responsible	PE coaches Nurse All teachers
Monitoring Measures	The 7th inning stretch is done once a week.
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 4

Activity	Offer healthy food choices when providing breakfast and/or snacks to the staff.
Person Responsible	Hospitality Committee Administration
Monitoring Measures	Offering of healthy food choices
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 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	