



NORTHSIDE  
SCHOOL



INDEPENDENT  
DISTRICT



## SCHOOL IMPROVEMENT PLAN

### MAY ELEMENTARY SCHOOL

2017-2018

#### OUR MISSION

At Monroe May, parents, students and teachers hold true that every child is entitled to a safe and respectful environment where their strengths and talents can be built upon. We believe that creating successful, lifelong learners can empower students to be self-driven, competitive and contributing members of our globally diverse community.

## **MAY ES**

### **Needs Assessment 2017-2018**

#### **Process**

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

Met with Marissa Pena 3 times throughout the year to identify areas of need for the campus. As a result, the April leadership team meeting was held to determine goals. Two goals were developed and were then taken to the entire staff. At the May 15th meeting, staff identified areas of strength and weakness around these goals. On May 19th, the leadership team then identified the trends across these weaknesses and identified activities to be conducted next year.

**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 type="checkbox"/> STAAR/EOC/TAKS	
<input type="checkbox"/> Regression graphs	
<input checked="" type="checkbox"/> Student demographics	
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE	
<input checked="" type="checkbox"/> TELPAS	
<input 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	Students in the ELL subpop have a gap in performance on STAAR. TELPAS data shows decline or stagnant ratings.

<b>CSF 2: Use of Quality Data to Drive Instruction</b>	
Use of Quality Data to Drive Instruction emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used. It is not only the use of data to drive instructional decision making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.	
<input type="checkbox"/> Student attendance	
<input type="checkbox"/> Discipline	
<input type="checkbox"/> Grades	

<input checked="" type="checkbox"/> CDBs	
<input type="checkbox"/> Common Assessments	
<input type="checkbox"/> Other	
Findings	Currently CDB data is used to create intervention groups by some grade levels. We need to improve use of the data to drive instruction rather than solely intervention.

<b>CSF 3: Leadership Effectiveness</b>	
Leadership Effectiveness targets the need for leadership on the campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Providing job-embedded professional development to build capacity of campus leaders is a vital part of this CSF.	
<input type="checkbox"/> Distribution of leadership and responsibilities	
<input type="checkbox"/> Decision making structures on the campus	
<input type="checkbox"/> Teacher input	
<input type="checkbox"/> Campus goals	
<input checked="" type="checkbox"/> Monitoring of teacher performance; feedback to staff	
<input type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Master schedule	
<input type="checkbox"/> Teacher and parent surveys	
<input type="checkbox"/> Other	
Findings	Admin will increase feedback to staff. We need to ensure teachers follow their schedules and monitor interventions and provide feedback for expectations of instruction.

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

<input type="checkbox"/> Other	
Findings	Often an "additional small group" is identified by teachers as an intervention. This needs to be monitored by administration. Teachers often note a specialist as the staff member giving the intervention.

<b>CSF 5: Family/Community Engagement</b>	
Family and Community Engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services.	
<input checked="" type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Family and community activities	
<input checked="" type="checkbox"/> Family and community input	
<input type="checkbox"/> Family and community services	
<input type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	
Findings	Identify areas where parents can be more involved such as clubs or groups and volunteering.

<b>CSF 6: School Climate</b>	
School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.	
<input checked="" type="checkbox"/> Teacher surveys	
<input checked="" type="checkbox"/> Parent surveys	
<input checked="" type="checkbox"/> Student surveys or panels	
<input type="checkbox"/> Discipline	
<input type="checkbox"/> Student attendance	
<input type="checkbox"/> Extra-curricular activities and clubs	
<input type="checkbox"/> Other	
Findings	Need to conduct surveys.

<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 type="checkbox"/> Teacher attendance	

<input type="checkbox"/> Teacher experience and years on campus
<input type="checkbox"/> Class size
<input type="checkbox"/> Staff retention rates
<input checked="" type="checkbox"/> Alignment of curriculum, instruction, assessment
<input type="checkbox"/> Alignment of CDB scores and STAAR results
<input checked="" type="checkbox"/> Effectiveness of planning and collaboration
<input checked="" type="checkbox"/> Professional development experiences and requests
<input type="checkbox"/> Other
Findings
Teachers identified needs through surveys and reflection of current practices.

**Priority Needs**

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

Priority Need 1

ELL teachers need to use proficiency levels 100% of the time in planning for their instruction.
CSF 1 Academic Performance

Priority Need 2

All teachers need to plan for guided reading instruction to include small groups 3 times per week.
CSF 4 Increased Learning Time

Priority Need 3

Identify teacher proficiency in writer's workshop.
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction

Campus: MAY ES

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 05/31/2017

SAT Member	Name	Signature
Principal	Geraldina Benitez	
Parent Community Representative	Dr. David Zamora	
Staff Representative	Amanda Garner	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Dana Holden	Parent
Stephanie Gonzalez	Parent
Stephanie Fletcher	Parent
Dr. David Zamora	Community Member
Andrew Torres	Business Representative
Amanda Garner	Staff Member
Joseph Pruett	Staff Member
Geraldina Benitez	Principal

**CAMPUS: MAY ES**

**CAMPUS STAFF DEVELOPMENT PLAN 2017-2018**

**FOR CERTIFICATION PURPOSES:** Campuses are required to keep records of staff development offered during contract days including date, description, number of CPE hours and attendance.

**INSTRUCTIONS:** In the space below, list staff development required to assure successful implementation of the School Improvement Plan. If you have traded staff development days with teachers workdays, please list the actual date(s) of your staff development activities. If your campus has exchanged Teacher Choice days for alternate campus-wide staff development, fill in the actual date your campus-wide activity occurred (example: campus-side retreat).

**Staff Development to be Offered**

<b>Date</b>	<b>Alternate Date(s)</b>	<b>Title and Description or Teacher Choice</b>	<b>Staff Development Area</b>	<b>Audience</b>	<b>Targeted Student Group</b>	<b>Funding Source / Costs</b>	<b># of CPE Hours</b>
08/21/2017		Creating stations for GM and GR for DI and integration of Depth & Complexity	Instruction	Teachers	ALL		6
08/22/2017		PLCs / eRti and IEP review for planning	Collaboration	Teachers	ALL		6
08/23/2017		Planning for the ELL classroom - Non-negotiables -	Assessment	Teachers	LEP/SpEd/ AtRisk		6
10/09/2017		Technology and DI	Technology Integration	Teachers	ALL		6
11/20/2017		Planning for DI/Integration	Instruction	Teacher	ALL		6
11/21/2017		Planning for DI/Integration	Instruction	Teachers	ALL		6
02/19/2018		Planning	Instruction	Teachers	ALL		6



ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES

READING (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	84%	50%	90%	74%	76%	80%	49%	32%	90%
African-American	86%	43%	90%	62%	72%	100%	57%	14%	90%
Hispanic	85%	45%	85%	70%	74%	79%	48%	29%	86%
White	85%	66%	90%	84%	86%	79%	54%	40%	85%
Economically Disadvantaged	73%	36%	75%	66%	68%	67%	30%	17%	75%
Special Education	75%	10%	65%	44%	48%	59%	15%	7%	65%
At-Risk	73%	34%	75%	58%	58%	72%	37%	19%	75%
Limited English Proficient	68%	40%	75%	62%	63%	75%	41%	23%	80%
Asian	78%	39%	85%	89%	78%	79%	46%	33%	85%
American Indian	N/A	N/A	85%	73%	58%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	0%	0%	N/A	75%	71%	100%	100%	0%	100%
Two or More	71%	29%	80%	80%	87%	100%	50%	50%	100%

WRITING (4)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	73%	34%	80%	64%	62%	62%	28%	8%	75%
African-American	33%	0%	50%	53%	56%	100%	0%	0%	75%
Hispanic	73%	35%	80%	60%	59%	53%	22%	10%	75%
White	76%	35%	80%	72%	73%	72%	36%	8%	80%
Economically Disadvantaged	69%	31%	70%	56%	52%	50%	17%	2%	60%

Special Education	33%	0%	50%	33%	32%	13%	0%	0%	50%
At-Risk	63%	31%	75%	44%	37%	51%	20%	9%	65%
Limited English Proficient	65%	35%	75%	54%	49%	53%	22%	9%	65%
Asian	100%	60%	100%	85%	72%	69%	31%	0%	80%
American Indian	N/A	N/A	N/A	61%	71%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	67%	50%	N/A	N/A	N/A	N/A
Two or More	67%	0%	80%	70%	76%	100%	100%	0%	100%

### MATHEMATICS (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	83%	41%	85%	79%	80%	82%	49%	27%	88%
African-American	86%	29%	95%	66%	72%	57%	14%	14%	80%
Hispanic	81%	34%	90%	77%	78%	79%	46%	24%	85%
White	89%	56%	90%	87%	88%	87%	52%	33%	90%
Economically Disadvantaged	69%	25%	75%	73%	73%	71%	24%	15%	75%
Special Education	65%	15%	75%	53%	56%	48%	7%	0%	65%
At-Risk	72%	29%	78%	67%	65%	78%	38%	19%	80%
Limited English Proficient	73%	31%	80%	73%	72%	88%	48%	25%	90%
Asian	87%	52%	90%	94%	86%	96%	75%	38%	100%
American Indian	N/A	N/A	N/A	78%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	0%	100%	80%	78%	100%	0%	0%	100%
Two or More	71%	29%	80%	82%	89%	67%	33%	33%	100%

### SCIENCE (Grade 5)

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

All Students	71%	25%	80%	73%	76%	86%	47%	22%	90%
African-American	100%	0%	100%	59%	68%	75%	25%	25%	75%
Hispanic	71%	31%	85%	68%	73%	84%	45%	24%	88%
White	73%	21%	80%	84%	87%	100%	61%	17%	100%
Economically Disadvantaged	52%	12%	75%	65%	67%	68%	24%	12%	75%
Special Education	43%	14%	60%	44%	46%	86%	43%	14%	82%
At-Risk	57%	13%	75%	56%	59%	72%	23%	5%	80%
Limited English Proficient	46%	19%	60%	57%	58%	67%	13%	0%	75%
Asian	60%	20%	75%	89%	75%	67%	33%	33%	80%
American Indian	N/A	N/A	N/A	73%	60%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	0%	0%	N/A	75%	93%	100%	100%	0%	N/A
Two or More	100%	0%	100%	81%	86%	50%	0%	0%	75%

## ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	96.3%	96.6%
African-American	95.4%	95.8%	95.7%	96.2%
Hispanic	95.6%	95%	96.3%	96.5%
White	96%	95.8%	95.9%	96.1%
Economically Disadvantaged	95.4%	94.4%	95.6%	95.8%
Special Education	94.5%	93.9%	95%	95.2%
Limited English Proficient	96.4%	95.8%	96.7%	96.9%
Asian	97.8%	96.8%	96.6%	96.8%
American Indian	95.3%	95.2%	94.7%	95%
Hawaiian Pacific Islander	95.5%	96.1%	96.9%	97.1%
Two or More	95.9%	96%	94.3%	94.5%

## RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
--	-------------------------	-----------------------	-------------------------

% of Students Retained	0.98%	0%	0%
------------------------	-------	----	----

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

### Goal 1

Need : ELL teachers need to use proficiency levels 100% of the time in planning for their instruction.

Goal : Teachers will use the proficiency levels in 100% of their instruction for ELLs.

### Goal Details

Student Groups Impacted	ELL
Funding Needed	Title III
Timeline for Implementation	School Year 17-18
November Progress Check	LSTs have held 2 meetings with ELL teachers. The October meeting agenda included SIOP strategies review, Imagine Learning refresher, Writing Proficiency levels, and writing sample reviews. The November meeting agenda included a review of writing units of study, and language objectives refresher. LSTs conducted a survey of ELL teachers to identify what areas to target to support teachers in their instruction. LSTs have reviewed available district training to offer ELL teachers. LSTs are also attending the Super Saturday district training on Dec. 2nd.
March Progress Check	LSTs continue to hold monthly meetings with ELL teachers. Teachers are sharing strategies learned from professional development, such as editing and vocabulary strategies, accountable talk. All ELL teachers will be provided a sub for a day of vertical planning by program. Admin and LSTs will create an agenda of topics and items to be accomplished.
June Progress Check	All ELL teachers held their half day planning. Teams met according to program: ESL, BIL and DL. LSTs gave teachers a planning form in order to examine vertical alignment. They wrote content objectives that could be use across disciplines.

### Activity 1

Activity	ELL teachers will receive a 1/2 day of planning with LSTs to identify and incorporate proficiency levels.
Person Responsible	LSTs / Admin
Monitoring Measures	TELPAS scores / CDBs / IRIs
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	ELL teachers will meet monthly with LSTs to receive training on application of proficiency levels to instruction.
Person Responsible	LSTs/ Admin
Monitoring Measures	TELPAS scores / CDBs / IRIs
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

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

Activity 4

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

**Activity 5**

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

**Goal 2**

**Need :** All teachers need to plan for guided reading instruction to include small groups 3 times per week.

**Goal :** Teachers will plan for guided reading instruction to be able to complete small groups 3 times per week.  
(System safeguard- Spec Ed Rdg)

**Goal Details**

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	17-18 school year



November Progress Check	Teachers received a Guided Rdg refresher during the August Retreat. Teachers have met with the Reading Specialist twice. She has provided mentor texts examples and ideas for word work with syllables and word frames. Teacher were given a template for planning for guided reading using PLC strategies. These are submitted to their grade level folder in the May 17-18 google folder. Lesson plan check was conducted in October to ensure teachers are including their plans for guided reading, including documentation of student groups and their level of instruction.
March Progress Check	Lesson plan checks have been conducted for several weeks from Jan - Feb. The majority of teachers are including their guided reading groups in their plans. Rotation Specialist have several open slots with no classes. Teams identified a time and 3 rotation days to send students to this open slots. During this time, teams are focusing on Reading for 2 of the 3 days. This time is for intervention and enrichment.
June Progress Check	Monitoring of lesson plans show teachers continue to include guided reading groups. Teams continued with the addition of groups during specialists open slots as above till the end of May. Learning walks were conducted in Guided Reading led by the Curriculum & Instruction PLC facilitator who is our Literacy Leader. Information was shared with admin. This revealed a need to continue to grow in this area as not all teams are consistent with guided reading practices.

#### Activity 1

Activity	Reading Specialist will conduct guided reading review during school retreat on August 15th.
Person Responsible	Rdg Spec/Admin
Monitoring Measures	CDBs / EOY assessment for K-2 /
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

#### Activity 2

Activity	Teachers will attend monthly sessions on planning for small groups with specialist.
Person Responsible	Specialists / Admin

Monitoring Measures	CDBs/formative assessments
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 3

Activity	Admin will conduct 4 walkthroughs during reading/language arts during small group instruction for all grade levels.
Person Responsible	Admin
Monitoring Measures	Walkthrough form
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 4

Activity	
----------	--

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

**Activity 5**

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

**Goal 3**

Need : Identify teacher proficiency in writer's workshop.

Goal : Identify teacher competency in writer's workshop to identify appropriate staff development.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	School year 17-18
November Progress Check	A Writer's Workshop survey was created by the GT teacher in collaboration with Admin and Literacy Leader. The survey was created to identify areas of opportunity for teachers in regard to the steps to the writing process. The survey indicated only 2 teachers felt strong with the process. Many felt they needed additional training since it had been a long time since their last training. It also showed various parts of the process as either strengths or weaknesses across teachers. VP has conducted 1 walk through for each teacher in second and fourth grades. Principal has conducted 1 walk through for each teacher in first and third.
March Progress Check	The reading specialist has continued to provide resources to teachers in the area of language arts. The reading specialist met with 3rd and 5th grade teams to calibrate and review writing CDBs. Fourth grade will have a Writing Camp to prepare for STAAR. This includes student groups to transition to various classrooms to practice skills.  Formal training for writer's workshop will need to be provided in the fall.
June Progress Check	After conducting Learning Walks in guided reading, there was also identified the need for writing instruction training. The literacy leader is conducting a book study with approximately 10 staff members. This will be incorporated into the training to be conducted when teachers return the week of August 20th.

Activity 1

Activity	System Safeguard - Survey staff on self-efficacy about writer's workshop.
Person Responsible	Admin/ Specialist
Monitoring Measures	Survey completed, writing journals checked twice a year.
Title 1 Fund	No

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

### Activity 2

Activity	Admin will conduct walk throughs during writer's workshop.
Person Responsible	Principal and vice principal
Monitoring Measures	Mid year survey, end of year survey, writing rubric scores
Title 1 Fund	
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 3

Activity	
Person Responsible	
Monitoring Measures	

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

Activity 4

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

Activity 5

Activity	
Person Responsible	

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

Goal : Increase student understanding of the importance of a healthy lifestyle.

#### Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	17-18 school year
November Progress Check	The bike Rodeo has been held. During Red Ribbon week, the focus was identifying healthier choices, other than doing drugs. A student led committee created daily activities to show support for healthy lifestyle.
March Progress Check	The café staff encouraged students to eat healthy during National Breakfast Week. They dressed up as parts of a healthy breakfast. The randomly selected students to win a "prize" of a healthy food choice.  Field day was held in March. Students have the opportunity to be active and enjoy various physical activities prepared by the PE staff.
June Progress Check	There was no additional progress on this goal.

#### Activity 1

Activity	Bike Rodeo event
Person Responsible	PE Teacher / Admin
Monitoring Measures	Number of participants
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Hoops for Health fundraiser
Person Responsible	PE teacher
Monitoring Measures	Increase in fundraising efforts and totals
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	



Activity 3

Activity	Heroes for Health
Person Responsible	PE teacher and Admin
Monitoring Measures	100% Student participation
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

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

Activity 5

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