



NORTHSIDE  
SCHOOL



INDEPENDENT  
DISTRICT



## SCHOOL IMPROVEMENT PLAN

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# OAK HILLS TERRACE ELEMENTARY SCHOOL

## 2017-2018

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### OUR MISSION

At Oak Hills Terrace we will inspire and create leaders with student centered, collaborative practices that promote student growth and allow students and staff to work at their highest potential.

## OAK HILLS TERRACE ES

### Needs Assessment 2017-2018

#### Process

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

The needs assessment for the 17-18 school year has been a work in progress since the beginning of the 16-17 school year. Since the SIP became such a staple in our lives this year, we referred, reflected, and modified things as needed consistently.

The OHI results last year indicated that our goal focus was unclear. This prompted administration to immerse the staff in the SIP process last year and continue it this year. All year long the staff was reminded of the SIP goals and they became expected visuals at every meeting the staff was a part of. They appeared on EVERY meeting agenda and also became a staple at the team meetings. Copies of the SIP were color coded and given to every staff member. Administration and specialists were often asking teams during planning how their activities related or directly correlated to the SIP goals. The leadership team was frequently directed back to the document when decisions were made or instructional focus or practices were discussed.

Administration met with Marissa Pena in March and reviewed what was working and what needed tweaking for the 16-17 school year. The discussion led us to the conclusion that not many things needed to change for the 17-18 plan. We have not yet met our goals established in the spring of 2016 and therefore while another SWOT analysis will be done, the feeling was that the results would be similar to last years.

The campus discussed did a SWOT analysis on April 3rd and as predicted not much had changed however there was a need to address discipline as a more targeted goal. The need for formal PLC training and expectations that were more focused and clear were also revealed through results of the second OHI survey.

The staff agreed that we were still working on the goals for this year and that a dramatic departure from this years goals would not be beneficial. While tweaks needed to be made regarding discipline and ELAR specific focuses, the campus will still work on increasing engagement through quality team planning sessions as modeled through the PLC format.

## Data and Campus Practices Review

Every organization has factors that are critical to its success. These critical success factors (CSFs) help the organization thrive by helping stakeholders focus on the organization's priorities. They are research-based and are key elements for implementing improvement efforts.

Select all data and campus practices reviewed in the needs assessment (Title I Schoolwide Component 1). Multiple selections are allowed. Then document your findings in the textbox provided. Findings should include statements of fact about the data or the practice.

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

Findings	<p>Data meetings were held after every CDB and once a month for the primary grades. At these meetings the teachers brought forth information on how students were performing on reading formal and informal math and reading and math assessments.</p> <p>The purchase and consistent use of the Open Court program (used in K-2) seemed to help lower the number of At Risk students in the primary grades and later contributed significantly to the fewer number of students that were retained. The number of students placed into the next grade levels (1-5) still continued to be a concern. We are also moving towards a more focused writing workshop which mirrors the Homegrown Writing Institute procedures. Our campus intervention time will also be centered around this need. ("DRAW" time--drop everything and write.)</p> <p>The first round of 5th grade STAAR results were discussed thoroughly with ALL grade levels and although our percent passing was not as high as we would have liked it to be, our progress measure (Index 2) rose significantly from years past. We analyzed the cohort of students that took the test and realized that the progress they had made was HUGE comparatively. Math scores were significantly higher than reading. The focus next year will be on maintaining the math while increasing the reading. We are moving towards a campus-wide reading workshop model in all grade levels. Although we haven't seen the scores yet, we anticipate the writing will continue to be a campus concern.</p> <p>Special Education teachers were a part of the data meetings and the planning meetings with teams. More attention needs to be paid to the effectiveness of the planning meetings and how the accommodations are impacting student achievement. Monthly meetings were also conducted with the special education coordinator at the campus level as well as the area coordinator.</p> <p>Students needing extra support were referred to the Tier process and received interventions from specialists as warranted.</p> <p>The campus will be moving forward with PLC formal training. Leadership team will be attending summer conference to be trained on how PLC works and looks on a campus. The campus will also go through the process of developing a new mission/vision which will help move us in a common direction focused on student achievement at all levels.</p>
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<b>CSF 2: Use of Quality Data to Drive Instruction</b>	
Use of Quality Data to Drive Instruction emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used. It is not only the use of data to drive instructional decision making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.	
<input checked="" type="checkbox"/>	Student attendance
<input checked="" type="checkbox"/>	Discipline
<input checked="" type="checkbox"/>	Grades
<input checked="" type="checkbox"/>	CDBs
<input type="checkbox"/>	Common Assessments
<input type="checkbox"/>	Other

Findings	<p>Student attendance continues to be an issue as does tardies. The vice principal worked with an attendance committee to develop campus and classroom incentives. Promoted awareness on announcements and award ceremonies. Continual use of the dashboard to monitor daily attendance rates and then discuss with leadership team what events we can plan to increase attendance next year on similar dates (days before holidays, Mondays and Fridays).</p> <p>Discipline referrals were lower initially, but seemed to increase after the winter break. The vice principal met with the discipline committee monthly to try and create common expectations and consequences for the campus to follow. The development of the committee helped some, but it was determined that a campus wide formal initiative needed to be adopted. Administration met with the PBIS district representatives and is working with them on the implementation for the campus in the 17-18 school year and beyond. The fear is that the staff will think this is "one more thing", but we are hoping that they recognize it as a mind shift of student and teacher relationships and behavior. The need for decreased discipline is apparent and voiced by most staff, so with that need comes buy in (we hope). The staff recognizes that keeping the students engaged is part of the battle and many discussions have been centered around engagement vs. compliance. This goes back to the planning piece--how do we plan for more engaging lessons that the students do not want to miss and are want to be a part of? PLC training will hopefully help with this.</p> <p>Team planning was one of the main campus initiatives this year. Although improvement was seen, more training needs to be done to bring more focused and relevant discussions to planning. Training was provided on breaking apart the TEKS and KUDs, but now it is time to delve deeper and produce lessons that are rigorous and engaging to students at ALL LEVELS.</p> <p>The addition of another math specialist helped with spreading the role of coaching across the campus, however as the year went on, the more and more they were pulled to do intervention groups and the coaching became less and less opportune. We are striving again in 17-18 to pull back on interventions and improve the Tier I instruction happening in the classroom.</p>
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<b>CSF 3: Leadership Effectiveness</b>	
Leadership Effectiveness targets the need for leadership on the campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Providing job-embedded professional development to build capacity of campus leaders is a vital part of this CSF.	
<input checked="" type="checkbox"/>	Distribution of leadership and responsibilities
<input checked="" type="checkbox"/>	Decision making structures on the campus
<input checked="" type="checkbox"/>	Teacher input
<input checked="" type="checkbox"/>	Campus goals
<input checked="" type="checkbox"/>	Monitoring of teacher performance; feedback to staff
<input checked="" type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Master schedule
<input checked="" type="checkbox"/>	Teacher and parent surveys
<input type="checkbox"/>	Other

Findings	<p>The results of the initial OHI survey showed that the administrators were rated highest in the area of communication, but scored significantly lower in the area of goal focus. Based on these results, plans were made to try to improve the transparency of the goals and make a more predominant focus on our "True North"--student success. 18 months later, we have increased goal focus considerably, but have dropped considerably in the area of communication. It is possible we gave too much autonomy to teachers which was done with the intention of fostering risk taking and not boxing in the traditional roles of curriculum delivery. In the end it seems, that the teachers are striving for more direction and more concrete expectations. The 17-18 school year will bring back faculty meetings as well as staff development Mondays. The hope is that the disconnect felt in the 16-17 school year will be restored by more frequent face to face opportunities.</p> <p>We made team leaders instructional leaders whose focus is to work on how to guide their teams in the rigorous implementation of curriculum. This was not as easy as we thought it was going to be. More training on leadership skills and how to work with teams needs to be done to truly empower the masses and make them feel like their leadership role is clearly defined. The PLC conference will help with this as well as book studies.</p> <p>Campus walkthroughs and observations were given back in a timely manner, but need to be increased for more follow through. TTESS provided more opportunities to coach teachers and help them grow. Some teachers are still resistant to the process and aren't as eager to listen to the constructive criticism. We are still working on building relationships with all of the staff--hopefully this will increase trust and make for quality feedback in these pre and post conference sessions which in turn create better instruction in the classroom.</p> <p>Master schedules were developed by the district special education team and adhered to for the most part. Some teachers took liberties where necessary, however there was a mandatory time used for intervention across the campus. We tried to move the intervention time to the end of the day to address the concern that students who were often tardy were missing the intervention. This did not work as well as we thought/hoped it would. Teachers struggled with starting the rotation schedule at 8 and often at the end of the day, they would use that time to catch up.</p>
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<b>CSF 4: Increased Learning Time</b>	
Increased Learning Time necessitates flexible scheduling that allows time for additional instructional minutes, enrichment activities and staff collaborative planning time. Increased Learning Time necessitates strategies that maximize the number of sustained, engaging instructional minutes that must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, using time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers that continuously strengthen instructional practices. This CSF confirms, as a requisite, an instructionally focused calendar.	
<input checked="" type="checkbox"/>	Response to Intervention
<input checked="" type="checkbox"/>	Interventions implementation and effectiveness
<input checked="" type="checkbox"/>	Student identification for increased learning time
<input checked="" type="checkbox"/>	Tutorials
<input type="checkbox"/>	Other

Findings	<p>RTI meetings were held every Wednesday after school. The campus academic specialists and administration were in attendance as well as the grade level counselors. The teachers are also given the opportunity to work with academic specialists and counselors on a one on one basis once a month as part of an RTI Open Lab. The implementation of this seems to help the teachers develop and track reasonable goals and stay on top of the RTI process. Of the students that were referred for testing, 80% of them qualified as having a learning disability.</p> <p>The campus did have two math specialists this year, however one was on maternity leave for most of the fall semester. We are hopeful that both math specialists will be on campus for the entire school year next year so we can continue our coaching model. They met weekly with the district math IST to work on coaching techniques and all of us met monthly to talk about the campus as a whole.</p> <p>The Reading Specialists used pull out and push in approaches to try to coach the teachers and work with the struggling students. The designated intervention time also helped with targeted instruction. This model was similar to last year, however this year they really tried to focus on the coaching side of things. This required one of the reading specialists to really go out of her comfort zone, but she excelled and saw some real growth in the teachers she worked with. The campus also worked with the district reading IST on coaching and teaching techniques in the areas reading and writing. Visits to Murnin and Myers Elementary helped to get staff on board with the reading workshop. A plan was developed to take the teachers that have already done the site visits and empower them by allowing them to become trainer of teachers as we move into a campus initiative.</p> <p>After school tutoring was done in three sessions, but the effectiveness is not readily seen. It was also brought up that tutoring should be provided for the parents, not the students since we overwhelmingly hear that they often don't know how to help their kids at home. We are still working on how to make this happen--need to pair it with events that involve the students to get the attendance up.</p>
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<b>CSF 5: Family/Community Engagement</b>
Family and Community Engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services.
<input checked="" type="checkbox"/> Communication
<input checked="" type="checkbox"/> Family and community activities
<input checked="" type="checkbox"/> Family and community input
<input checked="" type="checkbox"/> Family and community services
<input checked="" type="checkbox"/> Second language communication
<input type="checkbox"/> Other

Findings	<p>Newsletters are sent home monthly from administration which detail the events occurring at the campus as well as general areas of concern or celebrations. School messenger was utilized more this year than in the past and seemed to result in more participation at varying events. The Remind app was also used by the administration to communicate events sponsored by the school. Twitter and Facebook were also utilized. The campus TSS also updated the website of upcoming events.</p> <p>There was an increase in participation at events and parents did feel that the School messenger and the Remind app was the best way to advertise. The PIC committee expressed that Robo calls were the most effective and encouraged that form of communication.</p> <p>We had over 300 families at our Science night. Best turn out for an event this school has had in a long time. We will continue to make the event relevant and engaging to keep up the attendance for this night. We also had an increase in our Fall Reading Night. We tried an "Academic Café" theme which seemed to increase attendance at the event.</p> <p>Enedelia Gomez met with administration and set up parent classes through Boystown for the 17-18 school year which are designed to help parents with discipline techniques they can use at home. We are hoping this increase students ability to cope with things and help decrease discipline on the campus.</p>
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<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 checked="" type="checkbox"/> Discipline
<input checked="" type="checkbox"/> Student attendance
<input checked="" type="checkbox"/> Extra-curricular activities and clubs
<input type="checkbox"/> Other



<b>Findings</b>	<p>Oak Hills Terrace has several after school clubs including Project Acorn, the Green Team, Lego Robotics, The Flight Club, Young Astronauts, Solar Cars, Chess Club, Geography Club, and Student Council. We increased opportunities for more students to be able to participate in the after school activities and were pleased with the diversity of involvement.</p> <p>Attendance was charted with the student leadership binders and campus incentives (game day) was used. We will continue to work on ways to increase attendance especially on Early Release days and days preceding and following holidays. The discipline committee will add attendance to their monthly agendas.</p> <p>Discipline referrals were lower initially, but seemed to increase after the winter break. Jo Mascarro presented to the campus in August and her techniques were very beneficial, but not consistently used for long periods of time. Discipline was handled in such a way where student loss of instruction was minimized, but there was significant loss noted. A discipline committee was formed for the 16-17 school year and will meet monthly to try and minimize discipline referrals and maximize classroom instruction. The staff recognizes that keeping the students engaged is part of the battle and many discussions have been centered around engagement vs. compliance. This goes back to the planning piece--how do we plan for more engaging lessons that the students do not want to miss and are want to be a part of?</p> <p>The OHI surveys were used heavily for the 15-16 school year. Parent/staff surveys will be distributed in the spring of 2017.</p>
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<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

<b>Findings</b>	<p>Teacher attendance was a bit of an issue, but is being addressed. We would like to encourage more staff to be present on Fridays and Mondays as those were our most frequently missed. Due to the issue of getting substitutes regularly it became an issue for the campus.</p> <p>We had three teachers retire this year and one collect their 50 year pin. The range of experience remains vast and we are working with team leaders on fostering that planning piece where all team members and staff members feel valued in their contributions.</p> <p>The planning sessions were not effective and require some definite attention for next year. Time was a definite factor and most often used as a reason that quality planning sessions could not take place. The leadership team agreed that the campus would participate in mandatory planning every Monday after school from 3:15-5. There will be guidelines and a product that will be turned into administration which focuses on quality questioning and rigor.</p> <p>Professional development interest and opportunities were addressed in the May leadership meeting and the dates and topics were assigned accordingly. TTESS and planning are at the center of those staff developments.</p>
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**Priority Needs**

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

Priority Need 1

Reduce the number of placements/retentions across all grade levels
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 5 Family and Community Engagement

Priority Need 2

Increase the effectiveness of team meetings and collegial conversations to improve mastery/student achievement on standardized tests and grade level TEKS.
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

Establish school wide behavior expectations which will focus on respect, manners, and positive interactions with peers and adults.
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

Priority Need 4

Establish a focus on reading and writing which increases student achievement in grade level reading and writing grades and levels, but also encourages a desire and interest in ELAR as a whole.
CSF 1 Academic Performance CSF 2 Use of Quality Data to Drive Instruction CSF 4 Increased Learning Time CSF 7 Teacher Quality

**Campus: OAK HILLS TERRACE ES**

**School Improvement Plan Signatures**

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

**Date of SAT Meeting: 06/09/2017**

<b>SAT Member</b>	<b>Name</b>	<b>Signature</b>
Principal	Kendra Merrell	
Parent Community Representative	Juan Leija	
Staff Representative	Kellie Babineaux	

**LIST SAT MEMBERS IN THE BLANKS BELOW**

<b>FULL NAME</b>	<b>POSITION</b>
Kendra Merrell	Principal
Tawny Wagner	Administrator
Kellie Babineaux	Staff Member
Nia Bunch	Staff Member
Madeline Aliff	Staff Member
Juan Leija	Parent
Monica Palmer	Community Member
Nancy Kreth	Central Office Representative
Glen Pena	Business Representative
Kendra Merrell	Principal
Tawny Wagner	Administrator
Kellie Babineaux	Staff Member
Nia Bunch	Staff Member
Madeline Aliff	Staff Member
Juan Leija	Parent
Monica Palmer	Community Member
Nancy Kreth	Central Office Representative
Glen Pena	Business Representative



**CAMPUS: OAK HILLS TERRACE 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	08/25/2017	OHT Academy-- OHT Academy--variety of sessions where teachers rotate through to discuss and receive training in reading, writing, math, and special education.	Instruction	Professional Staff	All Students	Title I,Local	6
08/22/2017		OHT Academy--OHT Academy--variety of sessions where teachers rotate through to discuss and receive training in reading, writing, math, and special education.	Curriculum	Professional Staff	All Students	Title I,Local	6
08/23/2017		TTESS Overview, Campus data day, Handbook Overview, Campus Expectations, Discipline Procedures, etc.	Collaboration	All Staff	All Students	Title I,Local	6
10/09/2017		District mandated staff development/PLC meetings	Collaboration	Professional Staff	All Students	Local	6
11/20/2017		Teacher Choice		Professional Staff	All Students		6
11/21/2017		Teacher Choice		Professional Staff	All Students		6

02/19/2018		PLC--Common Assessments	Assessment	Professional Staff	All Students	Title I,Local	6
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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	61%	26%	76%	74%	76%	59%	31%	12%	70%
African-American	64%	25%	76%	62%	72%	44%	18%	6%	70%
Hispanic	60%	26%	76%	70%	74%	60%	30%	10%	70%
White	63%	24%	76%	84%	86%	66%	45%	24%	75%
Economically Disadvantaged	56%	20%	75%	66%	68%	55%	28%	8%	70%
Special Education	40%	16%	75%	44%	48%	38%	19%	5%	65%
At-Risk	42%	12%	75%	58%	58%	42%	12%	2%	65%
Limited English Proficient	33%	17%	75%	62%	63%	0%	0%	0%	70%
Asian	63%	38%	75%	89%	78%	75%	75%	50%	80%
American Indian	N/A	N/A	75%	73%	58%	0%	0%	0%	N/A
Hawaiian Pacific Islander	N/A	N/A	75%	75%	71%	N/A	N/A	N/A	N/A
Two or More	63%	25%	75%	80%	87%	55%	18%	9%	70%

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	57%	18%	75%	64%	62%	48%	18%	9%	65%
African-American	50%	25%	75%	53%	56%	67%	22%	11%	70%
Hispanic	62%	16%	75%	60%	59%	46%	13%	6%	65%
White	44%	22%	75%	72%	73%	33%	20%	20%	70%
Economically Disadvantaged	53%	16%	75%	56%	52%	49%	13%	3%	65%

Special Education	21%	0%	75%	33%	32%	33%	25%	17%	60%
At-Risk	33%	5%	70%	44%	37%	23%	2%	0%	60%
Limited English Proficient	0%	0%	75%	54%	49%	N/A	N/A	N/A	60%
Asian	0%	0%	75%	85%	72%	100%	67%	0%	80%
American Indian	N/A	N/A	75%	61%	71%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	75%	67%	50%	N/A	N/A	N/A	N/A
Two or More	100%	100%	75%	70%	76%	60%	40%	20%	70%

**MATHEMATICS (Grades 3-5)**

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	62%	24%	75%	79%	80%	63%	28%	10%	75%
African-American	54%	7%	70%	66%	72%	55%	18%	6%	70%
Hispanic	64%	23%	75%	77%	78%	63%	27%	8%	70%
White	58%	32%	70%	87%	88%	68%	34%	13%	75%
Economically Disadvantaged	58%	18%	70%	73%	73%	58%	26%	9%	70%
Special Education	42%	12%	70%	53%	56%	57%	30%	8%	70%
At-Risk	49%	9%	70%	67%	65%	50%	10%	1%	65%
Limited English Proficient	50%	17%	70%	73%	72%	0%	0%	0%	60%
Asian	63%	63%	70%	94%	86%	75%	75%	50%	75%
American Indian	N/A	N/A	70%	78%	77%	0%	0%	0%	70%
Hawaiian Pacific Islander	N/A	N/A	70%	80%	78%	N/A	N/A	N/A	N/A
Two or More	63%	25%	75%	82%	89%	64%	45%	18%	70%

**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	68%	29%	75%	73%	76%	78%	35%	9%	83%
African-American	71%	14%	75%	59%	68%	70%	30%	20%	80%
Hispanic	65%	27%	75%	68%	73%	79%	35%	8%	83%
White	82%	36%	75%	84%	87%	89%	44%	0%	90%
Economically Disadvantaged	63%	20%	75%	65%	67%	71%	33%	8%	80%
Special Education	59%	18%	75%	44%	46%	82%	27%	18%	85%
At-Risk	58%	17%	75%	56%	59%	73%	25%	6%	80%
Limited English Proficient	50%	0%	75%	57%	58%	0%	0%	0%	70%
Asian	67%	33%	75%	89%	75%	0%	0%	0%	80%
American Indian	N/A	N/A	75%	73%	60%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	75%	75%	93%	N/A	N/A	N/A	N/A
Two or More	100%	100%	75%	81%	86%	100%	50%	50%	80%

## ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	95.1%	96.5%
African-American	95.4%	95.8%	94.9%	96%
Hispanic	95.6%	95%	95.1%	96%
White	96%	95.8%	95%	96%
Economically Disadvantaged	95.4%	94.4%	94.5%	96%
Special Education	94.5%	93.9%	92.7%	95%
Limited English Proficient	96.4%	95.8%	96.4%	97%
Asian	97.8%	96.8%	96.8%	98%
American Indian	95.3%	95.2%	94.4%	97%
Hawaiian Pacific Islander	95.5%	96.1%	N/A	N/A
Two or More	95.9%	96%	96.3%	98%

## RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%		0.95%
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## 17-18 School Improvement Plan - Objectives and Activities

### Goal 1

Need : Reduce the number of placements/retentions across all grade levels

Goal : SYSTEM SAFEGUARD--75% of students will move on from the 17/18 school year reading on level. 45% of ES students will be reading on level in grades 3-5.  
Focus on Eco Did, African American, and Special Ed sub groups.

Reduce the number of placements across all grade levels by 10%.  
Reduce the number of retentions across all grade levels by 1%.

### Goal Details

Student Groups Impacted	African American, Special Education, At Risk, Eco-Dis, White, Hispanic, 2 or More
Funding Needed	Local, State Compensatory, Other
Timeline for Implementation	August 2017-June 2018
November Progress Check	The school wide intervention started a little later than I had hoped, but working through the PLC process took priority and we wanted to use the data from the common assessments to determine which intervention students should receive. As a whole, the campus is participating successfully in the intervention. The discussion has already started in regards to next year and whether or not we will have a school-wide intervention time or let teams designate which times would be best. The early data shows that the students in the primary grades that have been here since Kindergarten and received Open Court are benefitting from the program. More students are reported to be on level in reading at this point in the school year compared to last.

March Progress Check	<p>The PLC process has really allowed for purposeful intervention groups. There is still an overall concern about the effectiveness of the flexible grouping and effectiveness of the intervention with the primary grades. We are still working on teachers trusting each other and having confidence that high levels of instruction are taking place in every classroom. In January the data showed that student progress on reading levels had slowed down a bit. This sparked several conversations and tweaks about Tier III and appropriate interventions that students were receiving in the primary grades. We also started to talk about TEK specific/standard specific interventions in the intermediate grades as we approach standardized testing season.</p> <p>Initial Placement/Retention meetings took place in January and the numbers were about the same as they were last year which caused some discouragement among the teachers.</p> <p>Final Placement/Retention meetings will take place on May 24th.</p>
June Progress Check	<p>Unfortunately, we did not meet this goal. The grade levels as a whole pretty much stayed the same in terms of number of placements. Last year (16/17) we retained 11 students, and this year we retained 7. One of the factors we must figure out how to counteract is certainly the high mobility. Most of the students that were placed came in after January.</p> <p>The campus wide intervention time did not work as well as we had hoped. On the advice of PLC books and speakers, we have opted not to continue campus wide interventions, but will move more towards intervention times within grade levels. Teachers will still continue with the flexible grouping based on common assessments. We are still working on the trust factor between teachers and the idea that all of the students are ALL of OUR responsibility.</p> <p>We will continue with this goal, but will work on changing the activities.</p>

#### Activity 1

Activity	Students will participate in a school wide intervention time where they will receive targeted intervention/enrichment based on their needs in the areas of reading and writing.
Person Responsible	Campus Staff
Monitoring Measures	Tracking sheets which will include data on reading levels, TPRI, assessment results and historical data.
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 4, SWC 6
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 2

Activity	Students in Kindergarten, First, and Second grades will participate in Open Court phonics instruction a minimum of 30 minutes a day/4 days a week.
Person Responsible	General education and special education teachers in K, 1, and 2; Reading Specialists
Monitoring Measures	TPRI data, IRI data, Walk Throughs, Observations,
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, 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 3

Activity	Classroom teachers across all grade levels will participate in Reading Workshop during their ELAR block
Person Responsible	Classroom teachers, special education teachers, reading specialists
Monitoring Measures	Observations, Walk throughs, IRI, Common Assessment data, STAAR scores
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4, SWC 8
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	
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 :** Increase the effectiveness of team meetings and collegial conversations to improve mastery/student achievement on standardized tests and grade level TEKS.

**Goal :** 100% of all classroom teachers will develop and utilize a common assessment at the end of every unit.

**Goal Details**

Student Groups Impacted	All Students, African American, Special Education, At Risk, Eco-Dis, White, Hispanic, 2 or More
Funding Needed	Local, State Compensatory, Other
Timeline for Implementation	August 2017-June 2018
November Progress Check	<p>Going to the PLC conference in the summer has really helped with this goal. We utilized the PLC timeline with teams and most teams started producing common assessments at the end of October. The teams are working together and having really good discussions on what questions they are picking and how exactly they are teaching what they are expecting students to master. We are pleased with how things are moving in this area.</p> <p>We have had our first round of TEKS planning days which has also helped the teachers map out the nine weeks and look at the TEKS they are expected to cover in a specified amount of time. This planning also allows teams to remain focused on common assessments and data related to the team SMART goal and takes the pressure of "weekly lesson planning" off of Wednesday PLC agendas.</p>

March Progress Check	<p>The PLC process started really strong in the fall and while the teams still consistently show up on Wednesday and meet, I started to notice that the feeling seemed to be one of obligation vs. desire and opportunity for collaboration. The instructional leadership team met and discussed the overall feeling and how teams were progressing with CFAs, but also just the PLC process. The discussion prompted us to change the meeting time from 3:5-5:00 to 4:30 because teams felt like they had the process down enough to get what they needed done in a shorter time frame. There was also an understanding amongst the faculty that the only topic to be discussed on Wednesday afternoons was CFAs and the interventions and data around it. It was clarified that as long as the 4 questions was guiding the discussion, the teams could stray from only discussing CFAs during that time.</p> <p>TEKS planning days continue to go well. The teachers feel like they are getting a lot accomplished and feel better about what needs to be accomplished during the 9 week timeframe because of them. It continues to aid the pressure of having time to plan weekly lesson plans and the time needed to do so.</p>
June Progress Check	<p>100% of all grade levels created and administered CFAs. The concern was how in depth did they go with the data once they had it and they also focused on one subject based on their team SMART goals. This gave focus for specific subject areas, but in turn potentially had a negative impact on the others. As a campus, we are still working through the process, but we are definitely getting better.</p> <p>We have another group of teachers going to the PLC conference this summer. We are looking forward to the district CFA focused leadership institute and also the PLC conference this summer. Now that we have the format of CFAs and the commitment to do them down, we need to figure out how to dive deeper.</p>

#### Activity 1

Activity	Establish a protocol for team planning that focuses on effective instructional strategies and activities that are aligned with the grade level TEKS
Person Responsible	Administration, Instructional Leadership Team, Classroom Teachers
Monitoring Measures	Meeting agenda, Administrative Attendance
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 8, SWC 9
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 2

Activity	Attending the PLC conference in June 2017 and training the staff on the elements of PLC.
Person Responsible	Leadership Team, Administration
Monitoring Measures	Sign In Sheets, Surveys, Administrative Presence
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, 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 3

Activity	Increase teachers' knowledge base of district resources to plan and implement instruction using trends in data which identify needs of students.
Person Responsible	Administration, Instructional Specialists, Classroom Teachers, Special Education Teachers
Monitoring Measures	Tracking sheets, lesson plans, data meetings, observations made during planning meetings
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 8, SWC 9
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	
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Activity 4

Activity	Campus staff will participate in campus wide PLC planning time on Wednesdays after school in the cafeteria.
Person Responsible	Administration, Instructional Specialists, Professional Staff
Monitoring Measures	Lesson Plans, IRI, Common Assessment Data, Tracking Sheets
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 8, SWC 9
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 5

Activity	9 week TEKS Academy Planning for teachers in every grade level
Person Responsible	Professional Staff
Monitoring Measures	Lesson Plans, Tracking Sheets, STAAR Data, Observations, Walk Throughs
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 8, SWC 9
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 3**

Need : Establish school wide behavior expectations which will focus on respect, manners, and positive interactions with peers and adults.

Goal : Reduce the number of discipline referrals by a minimum of 50% by the end of the school year.

**Goal Details**

Student Groups Impacted	All Students, African American, Special Education, At Risk, Eco-Dis, White, Hispanic
Funding Needed	Local, State Compensatory
Timeline for Implementation	August 2017-June 2018
November Progress Check	This is an area we are struggling with. This time last year we had approximately 80 referrals and this year we are over 100. We are going through the PBIS process, but find the roll out to be slow and teachers are getting a little anxious. We are working towards school wide expectations and a "Caught you doing something good" ticket system which we are hoping to implement in January. The majority of the referrals have to do with work refusal or disrespect. Student engagement as seen in observations and walk throughs is rated overall at a proficient level. We continue to work as a campus on Tier 1 instruction in the hopes that this will aid our efforts to decrease the number of referrals.
March Progress Check	We continue to struggle with this area. The PBIS team has worked really hard to roll out the program at a slightly accelerated rate, but also make sure that the staff is informed and decisions are made as a campus with full buy in from the staff. The "Caught You Cash" seems to be working and the student behavior in the hallway and cafeteria is improving. We are continuing to work on behavior management in the classroom and appropriate consequences. We continue to work as a campus on Tier 1 instruction in the hopes that this will aid our efforts to decrease the number of referrals.

June Progress Check	<p>Our discipline referrals did not go down at all. Again, this is where our high mobility and campus culture are key factors that we must have a plan for and improve upon. Our PBIS team is anxious for year two and hopeful that with systems and expectations in place for all common areas, we can eliminate some of these referrals. We are also putting teachers on lunch duty next year--this scheduling was decided on by the leadership team and designed to provide students and teachers opportunities to interact and build better relationships. We continue to work as a campus on Tier 1 instruction in the hopes that this will aid our efforts to decrease the number of referrals.</p> <p>The counselors and admin will have grade level assemblies scheduled for the first week of school to go over campus behavior expectations.</p> <p>We will continue this goal for next year.</p>
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#### Activity 1

Activity	Campus will be trained and in PBIS from the district
Person Responsible	All Staff
Monitoring Measures	Discipline referrals, Survey
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	Objective 2. Implement, provide, and communicate programs that will ensure that students understand shared responsibility and have necessary coping skills.

#### Activity 2

Activity	Students will actively participate in programs which promote student accountability and responsibility towards their learning- -AVID, School wide behavior expectations, Class Meetings, Advisory
Person Responsible	Counselors, Classroom Teachers, Campus Staff
Monitoring Measures	Discipline referrals, counselor referrals, walk throughs, observations
Title 1 Fund	Yes

Title 1 Campuses	SWC 1, SWC 2, SWC 10
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	Provide opportunities for students to mentor each other in both academic and social activities to promote positive peer relationships across grade levels to foster a positive school climate.
Person Responsible	All staff
Monitoring Measures	Walk throughs, observations, staff/student surveys, tracking sheets, discipline referrals
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 9
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	
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 :** Establish a focus on reading and writing which increases student achievement in grade level reading and writing grades and levels, but also encourages a desire and interest in ELAR as a whole.

Goal : SYSTEM SAFEGUARD--Increase student achievement in grades 3, 4, and 5 on the reading state assessments and 4th grade writing assessment by a minimum of 10%.  
 Focus on Eco Did, African American, and Special Ed sub groups.

Goal Details

Student Groups Impacted	All Students, African American, Special Education, At Risk, Eco-Dis, White, Hispanic, 2 or More
Funding Needed	Local, State Compensatory, Other
Timeline for Implementation	August 2017-June 2018
November Progress Check	As a campus we have launched Reading Workshop and during this block we have focused our attention to designated writing blocks. We are working with the campus reading specialists as well as the district instructional specialist on how to improve writing instruction. Writing is a focus during intervention time. Writing is being integrated across subject levels. Student writing is celebrated by administration and it is visible in the hallways.
March Progress Check	<p>As a campus we have launched Reading Workshop and during this block we have focused our attention to designated writing blocks. We are working with the campus reading specialists as well as the district instructional specialist on how to improve writing instruction. Writing is a focus during intervention time. Writing is being integrated across subject levels. Student writing is celebrated by administration and it is visible in the hallways.</p> <p>The fourth grade team is comprised of new to teaching or new to 4th grade teachers. This has slowed our progress in this area a bit. The teachers are starting to feel a little more confident in their instruction however. The reading specialists have been going in the classrooms to coach the teachers in this area as well.</p> <p>Mock STAAR results are showing an increase of mastery in the area of Reading compared to the CDB administration in January. This is helping with morale with teachers, but most importantly students.</p>
June Progress Check	<p>This is an area we did not meet. We dropped % points in 3rd and 4th grade reading as well as had significant drop in 4th grade writing. The drop was way more than we expected and not reflective of the CDB or Mock STAAR results.</p> <p>We will continue with Readers Workshop as well as introducing and working with Writers Workshop next year. We will also focus on more revise and edit practice and teaching.</p> <p>We will continue with this goal for next year and focus specifically on creating opportunities to collaborate with district and campus literacy specialists to help us improve in these areas.</p>

Activity 1

Activity	Students will participate in a school wide intervention time where they will receive targeted intervention/enrichment based on their needs in the area of writing.
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Person Responsible	Classroom Teachers, Special Education Teachers, Instructional Specialists
Monitoring Measures	Tracking sheets which will include data on reading levels, TPRI, assessment results and historical data.
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 4, SWC 6
Promote Community Involvement	
Educate Diverse Learners	Objective 2. Expand and communicate opportunities for enrichment and intervention for all students.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 2

Activity	Classroom teachers across all grade levels will participate in Reading Workshop during their ELAR block
Person Responsible	Classroom Teachers, Special Education Teachers, Instructional Specialists
Monitoring Measures	Walk Throughs, IRIs, TPRIs, Observations, Lesson Plans, STAAR scores
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 4, SWC 8
Promote Community Involvement	
Educate Diverse Learners	Objective 1. Provide research-based curriculum that is focused on state standards and identify and provide effective instructional practices in all NISD classrooms.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 3



Activity	Fall and Spring Academic Nights which expose parents to the curriculum and give them tools to help their child at home.
Person Responsible	Classroom/special ed teachers, administration, instructional specialists
Monitoring Measures	Sign in sheets, Surveys, STAAR scores
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 6, SWC 10
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	Develop a Reading Connection Program which allows community volunteers to come in and foster reading development with the students.
Person Responsible	Karla Bedford, Administration
Monitoring Measures	Surveys, IRIs, TPRIs
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 6, SWC 9, SWC 10
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 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 health and wellness programs at the campus for staff and community

Goal Details

Student Groups Impacted	All Students, African American, Special Education, At Risk, Eco-Dis, White, Hispanic
Funding Needed	Local, State Compensatory, Other
Timeline for Implementation	August 2017-June 2018
November Progress Check	Ninja Warrior Night is in May. Health/Wellness emails go out monthly to staff.
March Progress Check	Ninja Warrior Night is in May. Health/Wellness emails go out monthly to staff. We have also developed a running club at the campus and the students love the participation. We have 67 registered for the NEF 5K as of now. We are working hard to get more families to participate in this event.

June Progress Check	<p>Ninja Warrior night/Health Fair was a success. We had a lot of families and a lot of vendors attend. Our NEF participation from families as well as staff exceeded anything we could have predicted. We also have a running club which grew considerably over the semester.</p> <p>The PE teacher is working hard to continue building the partnership with health organizations in the community for next year.</p>
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Activity 1

Activity	Health Fair held at the OHT Ninja Warrior Night
Person Responsible	Administration, Nurse, PE Coach, Community Volunteers, Local Businesses
Monitoring Measures	Surveys, Sign In Sheets
Title 1 Fund	Yes
Title 1 Campuses	SWC 10
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 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	