



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



SCHOOL IMPROVEMENT PLAN

RAWLINSON MIDDLE SCHOOL

2017-2018

OUR MISSION

Every kid, every day, every where.

RAWLINSON MS

Needs Assessment 2017-2018

Process

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

February 22, 2017

SIP Meeting

In attendance:

Leadership Team

Admin Team

Counselors

Grade Level Leaders

We conducted a Comprehensive Data Analysis to identify campus needs.

After dis-aggregating data, participants were divided into 5 groups of mixed content. Each group created a SWOT chart to gather perceptual data and to identify needs. After the SWOT Charts were completed, we conducted a gallery walk. Each group was given 3 - 5 green dots and had to come to consensus to identify their top three priorities/needs. Afterward the admin team led the group in debriefing the ideas given highest priority by the entire group. The priorities/needs identified were: Intervention, Engagement, and Student Climate. The Campus Coordinators were tasked to go back to their departments to present the results of this meeting and to fill out a t-chart entitled WHERE WE ARE / WHERE WE WANT TO BE.

March 7, 2017

SIP Meeting

Leadership Team submitted results of T-Chart to the Admin Team via a Virtual SIP Meeting.

April 11, 2017

SIP Meeting

Leadership Team met with Admin and reviewed the results of the T-Charts and reviewed the Continuous Improvement Model.

May 5, 2017

SIP Meeting

Leadership Team

We identified needs in relationship to each priority.

After looking at the needs, we wrote goals to address them.

Before adjourning, the leadership team was tasked to return to their departments, fill them in on the progress of our SIP and lead them in a root cause analysis to determine activities that could be used to meet our goals.

May 24, 2017

The Leadership Team shared the results of the Root Cause Analysis and activities developed by their departments with the Admin Team.

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.

CSF 1: Academic Performance	
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 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	Although our overall scores were satisfactory, we determined that the scores for our SE and At-Risk populations are not as high as the general population.

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

<input checked="" type="checkbox"/> CDBs	
<input checked="" type="checkbox"/> Common Assessments	
<input type="checkbox"/> Other	
Findings	<p>Year over year discipline referrals and out-of-placement days decreased allowing students to remain in class more frequently and increasing learning opportunity. Will continue to focus on keeping students in class to the greatest extent possible.</p> <p>Attendance remains historically high.</p> <p>Focused on grading practices with discussions around failer lists, interventions and meaningful learning experiences.</p>

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>Leadership Team - fostering teacher leaders through articles, discussion and leadership experiences.</p> <p>Included teachers at every step of SIP.</p> <p>Met with sub-pops (SE Coordinator, ESL teacher, GT teachers) to create Master Schedule that allows students to learn to their maximum potential.</p>
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CSF 4: Increased Learning Time

Increased Learning Time necessitates flexible scheduling that allows time for additional instructional minutes, enrichment activities and staff collaborative planning time. Increased Learning Time necessitates strategies that maximize the number of sustained, engaging instructional minutes that must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, using time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers that continuously strengthen instructional practices. This CSF confirms, as a requisite, an instructionally focused calendar.

Response to Intervention

Interventions implementation and effectiveness

Student identification for increased learning time

Tutorials

Other

Findings	<p>Created Rtl processes (Air Traffic Control Team)</p> <p>Scheduled grade level Rtl meetings and follow up with Counselors</p> <p>Created "The Hub" to focus on struggling learners</p> <p>Created Academy as a resource for 6th graders</p>
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CSF 5: Family/Community Engagement

Family and Community Engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services.

Communication

Family and community activities

Family and community input

Family and community services

Second language communication

Other

Findings	<p>Math Night, ELA Night, Science/SS Night</p> <p>Open Houses for all parents</p> <p>Prep Days for all students prior to start of school</p> <p>Remind/FB/Twitter/SchoolMessenger</p> <p>Superintendent met with group of parents to garner insight</p>
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CSF 6: School Climate

School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.

Teacher surveys

Parent surveys

Student surveys or panels

Discipline

Student attendance

Extra-curricular activities and clubs

Other

Findings	<p>PD for Retreat - team-building</p> <p>RMS Roadies focused on climate</p> <p>"More We, Less Me" led by VP focused on positive student actions</p> <p>Teacher survey utilized for SIP</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

Staff retention rates

Alignment of curriculum, instruction, assessment

Alignment of CDB scores and STAAR results

Effectiveness of planning and collaboration

Professional development experiences and requests

Other

Findings	<p>Offer personalized PD</p> <p>Master Schedule - hand scheduling sub pops</p> <p>All grade level teams have common planning</p> <p>Dept Coordinators lead department meetings</p>
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Priority Needs

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

Priority Need 1

All students are not actively engaged in learning throughout the entire class period.

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

Priority Need 2

Intervention pieces for struggling students aren't identified.

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

Priority Need 3

A positive student climate is not consistently reinforced.

CSF 6 School Climate

Campus: RAWLINSON MS

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 06/16/2017

SAT Member	Name	Signature
Principal	Mark Rustan	
Parent Community Representative	Mike Junkin	
Staff Representative	Connie Schaub	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Mark Rustan	Principal
Theresa Yasger	Staff Member
Mike Junkin	Parent
Connie Schaub	Parent
Maricela Garza	Staff Member
Billie Smith	Staff Member
Ryan Richter	Staff Member
Keith Martin	Staff Member
David Ely	Staff Member
Patti Vlieger	Staff Member
Kimbery Twedt	Staff Member

CAMPUS: RAWLINSON 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		PLC Foundations, Round Robin district requirements	Collaboration	ALL	ALL		6
08/22/2017		"Idea Groups" in engagement, student climate, intervention TTESS	Collaboration	ALL	ALL		6
08/23/2017		Convocation and District Pull outs	Collaboration	ALL	ALL		6
10/09/2017		"Idea Group" updates/SIP, PLC's, TTESS, District Pull out	Collaboration	ALL	ALL		3
11/20/2017	08/14/2017	Campus Retreat	Collaboration	ALL	ALL		6
11/21/2017		Department Retreats (various dates in summer)	Collaboration	ALL	ALL		6
02/19/2018		"Idea Group" updates/SIP, PLC's, TTESS, District Pull out	Collaboration	ALL	ALL		3

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	84%	54%	90%	74%	79%	85%	56%	31%	90%
African-American	74%	40%	80%	66%	74%	74%	38%	22%	85%
Hispanic	81%	48%	90%	69%	77%	82%	50%	25%	90%
White	91%	64%	95%	85%	87%	91%	69%	44%	95%
Economically Disadvantaged	69%	33%	80%	66%	71%	73%	37%	14%	85%
Special Education	42%	18%	60%	36%	43%	52%	23%	13%	65%
At-Risk	62%	20%	80%	56%	62%	67%	23%	8%	80%
Limited English Proficient	43%	13%	60%	44%	42%	46%	19%	4%	60%
Asian	80%	64%	90%	91%	81%	86%	64%	32%	95%
American Indian	N/A	N/A	100%	74%	77%	100%	100%	100%	100%
Hawaiian Pacific Islander	100%	100%	100%	76%	81%	67%	33%	33%	80%
Two or More	87%	57%	95%	83%	89%	95%	57%	19%	100%

WRITING (7)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	79%	57%	85%	68%	70%	79%	50%	17%	90%
African-American	78%	57%	85%	58%	65%	56%	25%	6%	75%
Hispanic	75%	51%	85%	63%	67%	75%	44%	16%	90%
White	89%	72%	90%	79%	81%	87%	59%	24%	95%
Economically Disadvantaged	61%	33%	70%	59%	59%	68%	34%	5%	85%

Special Education	21%	14%	50%	27%	31%	38%	14%	7%	55%
At-Risk	48%	16%	70%	46%	47%	54%	14%	3%	70%
Limited English Proficient	33%	8%	50%	38%	31%	44%	12%	0%	60%
Asian	63%	31%	90%	89%	79%	85%	58%	12%	95%
American Indian	N/A	N/A	100%	65%	57%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	100%	71%	75%	100%	100%	0%	100%
Two or More	70%	50%	85%	76%	82%	100%	67%	0%	100%

MATHEMATICS (Grades 6-8)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Approaches Standard	Approaches Standard	
All Students	82%	46%	90%	76%	77%	87%	53%	25%	95%
African-American	77%	31%	85%	65%	70%	81%	34%	7%	95%
Hispanic	78%	39%	85%	72%	75%	85%	47%	20%	95%
White	91%	58%	95%	85%	86%	93%	65%	35%	100%
Economically Disadvantaged	71%	28%	85%	69%	68%	78%	36%	12%	90%
Special Education	48%	24%	60%	44%	47%	69%	34%	17%	85%
At-Risk	63%	17%	70%	61%	62%	74%	27%	6%	90%
Limited English Proficient	57%	18%	70%	58%	54%	65%	24%	7%	85%
Asian	90%	65%	95%	94%	85%	91%	65%	32%	100%
American Indian	N/A	N/A	100%	75%	77%	100%	100%	0%	100%
Hawaiian Pacific Islander	100%	100%	100%	78%	83%	67%	33%	33%	85%
Two or More	78%	52%	90%	82%	85%	88%	53%	24%	95%

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	Approaches Standard	Approaches Standard	

All Students	98%	91%	100%	82%	99%	100%	84%	56%	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	74%	47%	85%	74%	76%	79%	51%	20%	90%
African-American	58%	33%	70%	63%	68%	72%	40%	24%	90%
Hispanic	69%	38%	80%	69%	72%	76%	45%	14%	90%
White	82%	61%	95%	86%	88%	88%	63%	27%	95%
Economically Disadvantaged	51%	24%	75%	66%	66%	69%	36%	6%	90%
Special Education	34%	20%	50%	38%	44%	42%	10%	6%	65%
At-Risk	39%	12%	60%	56%	57%	59%	16%	3%	70%
Limited English Proficient	13%	0%	50%	44%	36%	23%	23%	8%	50%
Asian	94%	83%	100%	92%	84%	87%	61%	35%	95%
American Indian	N/A	N/A	100%	73%	86%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	100%	75%	84%	N/A	N/A	N/A	N/A
Two or More	70%	40%	85%	83%	87%	64%	27%	18%	80%

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	73%	41%	85%	62%	63%	70%	29%	15%	90%
African-American	58%	33%	70%	50%	55%	64%	36%	16%	85%
Hispanic	67%	32%	80%	55%	58%	64%	22%	11%	85%
White	83%	52%	90%	75%	80%	83%	37%	17%	95%
Economically Disadvantaged	48%	20%	75%	51%	51%	56%	21%	10%	75%
Special Education	27%	22%	50%	30%	33%	27%	13%	7%	50%

At-Risk	41%	12%	65%	40%	40%	44%	8%	4%	65%
Limited English Proficient	0%	0%	50%	29%	22%	31%	8%	8%	50%
Asian	94%	72%	100%	87%	76%	78%	48%	30%	90%
American Indian	N/A	N/A	100%	61%	57%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	100%	63%	84%	N/A	N/A	N/A	N/A
Two or More	70%	50%	80%	72%	80%	55%	18%	9%	80%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	95.7%	97%
African-American	95.4%	95.8%	95.3%	96%
Hispanic	95.6%	95%	95.4%	96%
White	96%	95.8%	95.9%	97%
Economically Disadvantaged	95.4%	94.4%	94.4%	96%
Special Education	94.5%	93.9%	93.5%	95%
Limited English Proficient	96.4%	95.8%	95.5%	97%
Asian	97.8%	96.8%	96.7%	97%
American Indian	95.3%	95.2%	94.6%	96%
Hawaiian Pacific Islander	95.5%	96.1%	94.6%	96%
Two or More	95.9%	96%	95.1%	96%

RETENTION

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

DROP OUT RATE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	0.4%	0.1%	0.2%	0%

African-American	0.6%	0%	0%	0%
Hispanic	0.4%	0.1%	0.4%	0%
White	0.2%	0.1%	0%	0%
Economically Disadvantaged	0.4%	0.2%	0.7%	0%
Special Education	0.4%	0.4%	2.4%	0%
Limited English Proficient	0.6%	0.1%	0%	0%
Asian	0.2%	0%	0%	0%
American Indian	0.5%	0%	0%	0%
Hawaiian Pacific Islander	0.4%	0%	0%	0%
Two or More	0.3%	0.4%	0%	0%

PSAT

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
PSAT Total Score Mean	790	837	900
PSAT Reading/Writing Section Mean	396	424	455
PSAT Math Section Mean	395	413	445

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : All students are not actively engaged in learning throughout the entire class period.

Goal : We will increase engagement for all students by incorporating relevant and innovative teaching strategies.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	Review by grading period via walk-throughs and observations
November Progress Check	Have not begun Book Study or Pineapple chart Patriot Prep staff development has included PLC focus and time as well as Rtl training/implementation
March Progress Check	
June Progress Check	

Activity 1

Activity	Create and provide relevant staff development around student engagement.
Person Responsible	Overview - Admin Team By Content - Leadership Team

Monitoring Measures	PD development
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	Allow time for PLCs to develop lessons focusing on engagement.
Person Responsible	Admin Team GLL's
Monitoring Measures	Admin will attend PLC's
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	Create a plan and timeline for teachers to sign up for Peers Observing Peers (Pineapple Chart) to see engagement in action.
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Person Responsible	Admin and Leadership Teams
Monitoring Measures	Sign up log
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	Campus Book Study Real Engagement: How do I help my students become motivated, confident, and self-directed learners? By Allison Zmuda and Robyn R. Jackson
Person Responsible	Admin Team Leadership Team Grade Level Leaders
Monitoring Measures	Leadership Team meetings
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 : Intervention pieces for struggling students aren't identified.

Goal : System Safeguards: We will increase academic success for all students by improving our intervention strategies with a focus on SPED reading, writing, science and social studies as well as EcoDis social studies.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	Rtl grade level meetings every grading period

November Progress Check	Grade level RTI has met for 1st, 2nd and 3rd grading periods to date. RTI Committee continues to meet and delve into high yield strategies for SPED reading, writing, science and social studies as well as EcoDis social studies. School-wide HUB has not begun.
March Progress Check	
June Progress Check	

Activity 1

Activity	Create a HUB for skill-based tutoring before school for all grade levels.
Person Responsible	Leadership Team Teachers
Monitoring Measures	Attendance log
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	Create a committee of teachers and counselors to investigate best practices regarding interventions with the goal of refining our campus RTI process.
Person Responsible	Counseling Team
Monitoring Measures	Leadership Team meetings and Staff Meeting presentations

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

Activity 3

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

Activity 4

Activity	
Person Responsible	

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

Activity 5

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

Goal 3

Need : A positive student climate is not consistently reinforced.

Goal : We will establish and consistently maintain a positive student climate with accountability.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	Each grading period
November Progress Check	Grade level Discipline Assemblies were held in September. 3 Patriot Prep presentations have been held to date - anti-bullying, positive speak, commitment Student Pillars of Character (students voted) for each grading period Student Mentor group logistics currently being worked out Principal's Student Advisory Group - met once to date
March Progress Check	
June Progress Check	

Activity 1

Activity	Create campus wide expectations and policies that are clearly communicated to students and staff. Once established, we will hold each other accountable.
Person Responsible	Teachers VP AP
Monitoring Measures	Grade level assemblies Discipline Data Idea Group oversight

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	Create a student focus/mentor/leadership group to problem solve issues as they arise, make decisions, and to help those in need.
Person Responsible	Counselors Idea Group
Monitoring Measures	# of students identified and impacted
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	Create positive reinforcement opportunities for students who excel in citizenship and academics.
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Person Responsible	Teachers VP AP
Monitoring Measures	More We, Less Me assembly participants Discipline referral numbers
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 : All students will be exposed to healthy lifestyle options including workouts, diet and personal choices.

Goal Details

Student Groups Impacted	All Students
Funding Needed	
Timeline for Implementation	Per semester

November Progress Check	8th graders completed "Choosing the Right Path" Nutrition information has been shared with all students Various workout options have been given to students throughout first semester All students have completed Pacer program for first semester
March Progress Check	
June Progress Check	

Activity 1

Activity	All students will engage in the Pacer program twice a year
Person Responsible	PE teachers
Monitoring Measures	Student log and participation
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	All students will be given nutrition and diet information
Person Responsible	PE teachers
Monitoring Measures	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	All students will be exposed to multiple workout regimens for easy replication outside of school - life long habits
Person Responsible	PE teachers
Monitoring Measures	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 4

Activity	8th graders will take "Choosing the Right Path"
Person Responsible	PE teachers

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

Activity 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	