



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



# SCHOOL IMPROVEMENT PLAN

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**REDDIX CENTER**

**2017-2018**

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# REDDIX CENTER

## Needs Assessment 2017-2018

### Process

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

Started Oct. 2016:

All teachers received Video Modeling training from Ryan Kellems, PH.D. The training was designed to enhance independence in students through practical video modeling practices. This training went directly with our SIP to increase the number of students that were exiting public education to work or volunteer opportunities completely integrated into the community.

Started Dec. 2016

Teachers started tracking data of exiting students: What were they exiting to? Work/Volunteer/Dayhab/Home, etc. This data would allow us to be reflective as a team to see if the process of person-centered-planning was effective towards are school goal.

Jan. 2017:

Admin. reviewed current data with staff (students that had exited since Aug. 2016) and what they were exiting to. Staff reviewed practices to ensure we kept with the PCP to ensure result-oriented transition practices. As of Jan., 19 students had exited and 17 of the 19 exited to jobs/volunteer opportunities in the community!

Feb. 2017:

All teachers received training on Student-led ARDs from hired consultant Debbie Wilkes. Student-led ARDs are integral in transition that is geared around person-centered-planning.

May 2017:

Staff completed data tracking of students that exited and the results of their person-centered-planning transition to adult life. Out of the 58 students that exited, 33 exited to jobs and volunteer opportunities fully integrated in their community. Increase of 37% since 2014 when goals were first developed to increase exited success rate. Staff met to discuss what was working, what needed to be adjusted for up-coming school year, etc. to continue to improve our students' adult life and meet our campus goal of 80% exiting to work and/or volunteer opportunities in the community.

**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 type="checkbox"/> Student demographics	
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE	
<input type="checkbox"/> TELPAS	
<input type="checkbox"/> Promotion/retention (Elementary)	
<input type="checkbox"/> Failure rates (Secondary)	
<input type="checkbox"/> Completion and graduation rates (High School)	
<input type="checkbox"/> SAT/ACT (High School)	
<input type="checkbox"/> AP (High School)	
<input type="checkbox"/> Other	
Findings	Continue Person-Centered-Planning for each student.

<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 type="checkbox"/> Discipline	
<input type="checkbox"/> Grades	

<input type="checkbox"/> CDBs	
<input type="checkbox"/> Common Assessments	
<input checked="" type="checkbox"/> Other      Student Exit Data from 16/17 school year	
Findings	Showed a 37% increase towards student exited with job and volunteer opportunities fully integrated in the community. School goal is at least 80%.

<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 checked="" type="checkbox"/> Decision making structures on the campus	
<input checked="" type="checkbox"/> Teacher input	
<input checked="" type="checkbox"/> Campus goals	
<input type="checkbox"/> Monitoring of teacher performance; feedback to staff	
<input type="checkbox"/> Communication	
<input type="checkbox"/> Master schedule	
<input type="checkbox"/> Teacher and parent surveys	
<input type="checkbox"/> Other	
Findings	Findings showed that staff were happy with leadership support throughout the school year as we all implemented service model improvements.

<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 type="checkbox"/> Interventions implementation and effectiveness	
<input checked="" type="checkbox"/> Student identification for increased learning time	
<input type="checkbox"/> Tutorials	

<input type="checkbox"/> Other	
Findings	Reddix has increased its student learning time over the 16/17 school year. Up-coming school year needs to continue to increase learning time by eliminating the need to come back onto campus at lunch time and eat in the school cafeteria. Students need to be in the community for the majority of the instructional day (as an adult would be).

<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	Person-Centered-Planning insures family and community involvement. It takes the entire team for the young adult to find his/her place in the adult world. Community support sessions were initiated on campus the 16/17 school year and will continue and increase by # of days on campus for 17/18 school year.

<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 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	Staff's surveys were mostly positive for the 16/17 school year. Although staff were finding their way with the Person-centered-planning process, they were satisfied with the support they received from Admin. team.  Parents were happy with results-oriented person-centered-planning process. They are starting to understand the purpose more and more.

**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

Teachers have improved on the implementation of ideas learned through trainings this year!

**Priority Needs**

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

## Priority Need 1

Continue to increase results for students exiting through person-centered-planning. Goal is to have 80% of the exiting students leaving to work and/or volunteer opportunities fully integrated in their community.

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

## Priority Need 2

During student-led ARDs, community agencies (TWC, ALA, etc) will be present to increase the outcome for students as they exit into adult life, ensuring long-term support after public education.

CSF 5 Family and Community Engagement

## Priority Need 3

Student-led ARDs will increase in numbers to promote self-advocacy for students. Goal is to 95% of ARDs at Reddix be student-led.

CSF 2 Use of Quality Data to Drive Instruction  
CSF 4 Increased Learning Time  
CSF 5 Family and Community Engagement  
CSF 6 School Climate

## Priority Need 4

Create post-secondary goals for students that are well written, individualized according to their transition plan and meet TEA standards for Indicator 14.

CSF 2 Use of Quality Data to Drive Instruction  
CSF 7 Teacher Quality

**Campus: REDDIX CENTER**

**School Improvement Plan Signatures**

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

**Date of SAT Meeting: 05/10/2017**

<b>SAT Member</b>	<b>Name</b>	<b>Signature</b>
Principal	Robin Fields	
Parent Community Representative	Yvonne Larralde	
Staff Representative	Abby Hughes	

**LIST SAT MEMBERS IN THE BLANKS BELOW**

<b>FULL NAME</b>	<b>POSITION</b>
Robin Fields	Administrator
Chad McNamara	Staff Member
Kim Cotcher	Staff Member
Abby Hughes	Staff Member
Alice Brown	Staff Member
Yvonne Larralde	Community Member
Amy McMahan	Community Member
Pam Stephens	Community Member
Annette Rocha	Business Representative
Anna Estrada	Parent
Electra Futrell	Parent
Valerie Uriegas	Central Office Representative
Russ Garner	Business Representative



**CAMPUS: REDDIX CENTER**

**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).

**CAMPUS:** REDDIX CENTER

**ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES**

**ELAR 1 EOC**

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students									N/A
African-American									N/A
Hispanic									N/A
White									N/A
Economically Disadvantaged									N/A
Special Education									N/A
At-Risk									N/A
Limited English Proficient									N/A
Asian									N/A
American Indian									N/A
Hawaiian Pacific Islander									N/A
Two or More									N/A

**ELAR 2 EOC**

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students									N/A
African-American									N/A
Hispanic									N/A
White									N/A
Economically Disadvantaged									N/A

Special Education									N/A
At-Risk									N/A
Limited English Proficient									N/A
Asian									N/A
American Indian									N/A
Hawaiian Pacific Islander									N/A
Two or More									N/A

**ALGEBRA I EOC**

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students									N/A
African-American									N/A
Hispanic									N/A
White									N/A
Economically Disadvantaged									N/A
Special Education									N/A
At-Risk									N/A
Limited English Proficient									N/A
Asian									N/A
American Indian									N/A
Hawaiian Pacific Islander									N/A
Two or More									N/A

**BIOLOGY EOC**

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

All Students									N/A
African-American									N/A
Hispanic									N/A
White									N/A
Economically Disadvantaged									N/A
Special Education									N/A
At-Risk									N/A
Limited English Proficient									N/A
Asian									N/A
American Indian									N/A
Hawaiian Pacific Islander									N/A
Two or More									N/A

**US HISTORY EOC**

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus
	Standard	Final Rec		Approaches Standard	Approaches Standard	Approaches Standard	Meets Standard	Masters Standard	CPO 2017-2018
All Students									N/A
African-American									N/A
Hispanic									N/A
White									N/A
Economically Disadvantaged									N/A
Special Education									N/A
At-Risk									N/A
Limited English Proficient									N/A
Asian									N/A
American Indian									N/A
Hawaiian Pacific Islander									N/A
Two or More									N/A

**ATTENDANCE**

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	94.2%	N/A
African-American	95.4%	95.8%	95.4%	N/A
Hispanic	95.6%	95%	93.5%	N/A
White	96%	95.8%	94.8%	N/A
Economically Disadvantaged	95.4%	94.4%	94%	N/A
Special Education	94.5%	93.9%	94.2%	N/A
Limited English Proficient	96.4%	95.8%	N/A	N/A
Asian	97.8%	96.8%	97.5%	N/A
American Indian	95.3%	95.2%	N/A	N/A
Hawaiian Pacific Islander	95.5%	96.1%	96.9%	N/A
Two or More	95.9%	96%	95.6%	N/A

**COMPLETION RATE**

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	93.3%	97%	100%	N/A
African-American	90.5%	96.6%	N/A	N/A
Hispanic	92.1%	96.7%	N/A	N/A
White	96%	98%	N/A	N/A
Economically Disadvantaged	91.1%	94.5%	N/A	N/A
Special Education	89.5%	94.1%	N/A	N/A
Limited English Proficient	81.3%	84.4%	N/A	N/A
Asian	97.9%	98.2%	N/A	N/A
American Indian	91.8%	100%	N/A	N/A
Hawaiian Pacific Islander	93.7%	100%	N/A	N/A
Two or More	94.6%	99.5%	N/A	N/A

**ADVANCED MEASURES**

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% Advanced Course/Dual Enrollment Completion	38%	0%	N/A
Number of AP Test Takers	6996	N/A	N/A
Number of AP Tests Taken	14110	N/A	N/A
% Scoring 3 or Higher AP Exams	43%	N/A	N/A
% College-Ready Graduates-ELA	45%	0%	N/A
% College-Ready Graduates-Math	37%	0%	N/A
SAT Total Score Mean	990	N/A	N/A
SAT Reading/Writing Section Mean	500	N/A	N/A
SAT Math Section Mean	490	N/A	N/A

**GRADUATION RATE**

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	89.1%	95.4%		N/A
African-American	85.4%	94.8%	N/A	N/A
Hispanic	86.9%	94.9%	N/A	N/A
White	93.4%	96.7%	N/A	N/A
Economically Disadvantaged	86%	92.3%	N/A	N/A
Special Education	77.9%	92%	N/A	N/A
Limited English Proficient	71.3%	77.6%	N/A	N/A
Asian	95.7%	95.4%	N/A	N/A
American Indian	87.4%	100%	N/A	N/A
Hawaiian Pacific Islander	88%	100%	N/A	N/A
Two or More	90.8%	99.5%	N/A	N/A

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

### Goal 1

**Need :** Continue to increase results for students exiting through person-centered-planning. Goal is to have 80% of the exiting students leaving to work and/or volunteer opportunities fully integrated in their community.

**Goal :** Increase results-oriented transition plans for students through person-centered planning, by 20% from 16/17 school year. At end of 16/17 - 57% of students were exiting to jobs/volunteer opportunities in the community.

### Goal Details

Student Groups Impacted	All Students, Special Education
Funding Needed	Local
Timeline for Implementation	By the end of the 17/18 school year, Reddix will increase it's percentage of students exiting with jobs and/or volunteer work by 20% from this year's end result (57%).
November Progress Check	Reddix currently has 12 young adults ready to exit mid year. Of the 12 young adults exiting in Jan. - 9 have jobs, 1 is in college full time and 2 are in dayhabs.
March Progress Check	84 young adults are scheduled to have exited by June 2018. Currently, 12 have exited- 81% of them left to work and volunteer in the community
June Progress Check	84 young adults exited to adult life -68% left to work, volunteer and recreate in the community -32% left to home and/or day program only

### Activity 1

Activity	Phase 2 Teams will take students into the community to train, more often and for longer periods. Students should be slowly flip-flopping their time spent at school, with time spent out in community (training at work sites, and/or volunteer sites).
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Person Responsible	Robin Fields - Admin. Mark Marciniak - Campus Coord. Teachers
Monitoring Measures	Reviewing Lesson Plans, bus schedules (yellow school bus), # of Via Trans tickets used monthly, etc. Less and less students in school building classrooms and out in community classes more. Less and less students utilizing the school cafeteria.
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 2. Provide opportunities to foster positive relationships between parents, community, and schools.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

#### Activity 2

Activity	Phase 3 Team will work directly with students and families after they have acquired their skills in Phase 2, to set up an adult life schedule that replaces the school day with an adult schedule filled with work, volunteer and recreational activities).
Person Responsible	Robin Fields - Principal Mark Marciniak - Campus Coord. TEACHERS
Monitoring Measures	Lesson Plans Exit data reports
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 3. Establish and expand initiatives that promote effective community relations and meaningful two-way communication with all stakeholders.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	



Promote a Safe Environment for Students and Staff	
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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 :** During student-led ARDs, community agencies (TWC, ALA, etc) will be present to increase the outcome for students as they exit into adult life, ensuring long-term support after public education.

**Goal :** Increase community agency involvement during ARDs to 50% over the 17/18 school year.

**Goal Details**

Student Groups Impacted	All Students, Special Education
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Funding Needed	Local
Timeline for Implementation	By the end of the 17/18 school year, outside agencies will have increased attendance at ARD meetings at Reddix.
November Progress Check	ARDs have been scheduled and outside agencies are being invited when appropriate
March Progress Check	Outside agencies continue to be invited to ARDs and wrap-around meetings
June Progress Check	More outside agencies and family support have been invited to ARDs than ever in past. ...attendance has depended on their availability, but they were invited.

### Activity 1

Activity	At Open House in Aug., teachers will ask parents to list names & contact information of all community agency representatives that they work with for their young adult. Given the contact list, these agencies will be invited to ARDs.
Person Responsible	Robin Fields - Principal TEACHERS
Monitoring Measures	Sign-in sheets for open house Contact list filled out at open house (of agencies)
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 3. Establish and expand initiatives that promote effective community relations and meaningful two-way communication with all stakeholders.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 2

Activity	Campus Coordinator will invite all community agencies to ARDs for each individual student
Person Responsible	Robin Fields - Principal Mark Marciniak - Campus coord.
Monitoring Measures	ARD invitation ARD signature page

Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	Objective 3. Establish and expand initiatives that promote effective community relations and meaningful two-way communication with all stakeholders.
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

### Activity 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 : Student-led ARDs will increase in numbers to promote self-advocacy for students. Goal is to 95% of ARDs at Reddix be student-led.

Goal : Student-led ARDs will increase over the 17/18 school year by 50%.

Goal Details

Student Groups Impacted	All Students, Special Education
Funding Needed	Local
Timeline for Implementation	2017 2018 School Year
November Progress Check	Student -led ARDs are happening on campus now more than ever. Evident through teacher slide shows, power points, voice-over cards, and student signatures on ARD paperwork. Twitter for Reddix also shows student-led ARDs
March Progress Check	At beginning of year only two teachers were conducting student-led ards. At this time we have 3 additional teachers that are utilizing student-led ards.
June Progress Check	Through the PLC process, all staff have been given the opportunity to learn more about student-led ards. Approx. 6 teachers are using student-led ARDs which is an increase from beginning of year. Expectation next year is for all teachers to use student-led ards.

Activity 1

Activity	Teachers will apply the training they received in Spring of 2017, in order to increase the number of student-led ARDs. They will work with students to create power points with pictures that indicate their interests, wants for future and accomplishments towards goal. This will promote self-advocacy.
Person Responsible	Robin Fields - Principal Mark Marcinik - Campus Coord. TEACHERS
Monitoring Measures	Attendance in ARDs Teacher documentation
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	

Educate Diverse Learners	Objective 3. Implement systems to promote the development of student leadership, critical thinking, and self-management skills.
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

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	

**Goal 4**

Need : Create post-secondary goals for students that are well written, individualized according to their transition plan and meet TEA standards for Indicator 14.

Goal : All teachers will improve post-secondary goal writing in order to represent individual transition plans; as well as meeting TEA standards.

**Goal Details**

Student Groups Impacted	Special Education
Funding Needed	Local
Timeline for Implementation	Through the 2017/18 school year.
November Progress Check	Campus Coordinator continues to work with and train teachers on writing post sec. goals.
March Progress Check	Post secondary goals are more and more individualized
June Progress Check	Post secondary goals coordinated with the young adult's person-centered-plan

**Activity 1**

Activity	Additional training will be provided by Spec. Ed. central office to ensure that teachers and campus coordinator understand the specific requirements to meeting TEA standards for post-secondary transition goals.
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Person Responsible	Robin Fields - Principal Mark Marciniak - Campus coord. TEACHERS
Monitoring Measures	Training attendance Goal monitoring by C/o
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	Objective 2. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.
Promote a Safe Environment for Students and Staff	

#### Activity 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	

Goal :

Goal Details

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

Activity 1

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

Activity 2

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

Activity 3

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

Activity 4

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

Promote a Safe Environment for Students and Staff	
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Activity 5

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

Goal : Provide students, faculty and staff with support to promote healthy lifestyles

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	by June 2018
November Progress Check	heart-healthy assoc. came to speak to staff
March Progress Check	united way and gold's gym boot camp came to discuss healthy eating, life choices

June Progress Check	all activities planned -completed
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Activity 1

Activity	Invite health agencies to come in and talk to staff about healthy living options
Person Responsible	robin fields - principal alice brown - health rep for campus
Monitoring Measures	calendar events
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	provide students and families with healthy, active life-style activities to do for a lifetime (SA Spec. Olympics, etc.)
Person Responsible	robin fields - principal teachers
Monitoring Measures	student enrollment in community activities geared towards healthy living
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	Objective 3. Implement, provide, and maintain instructional facilities that support a safe, healthy, and comfortable learning environment in a growing community.

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	