



NORTHSIDE
SCHOOL



INDEPENDENT
DISTRICT



SCHOOL IMPROVEMENT PLAN

RUDDER MIDDLE SCHOOL

2017-2018

OUR MISSION

Rudder Middle School is a place where children feel safe, are engaged in challenging and meaningful work, where technology is accessible and curiosity is cultivated to empower students to meet the demands of a rapidly changing world.

RUDDER MS

Needs Assessment 2017-2018

Process

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

Sept 22, 2017

The SE & EL case managers completed training to help identified 3-5 student on each base (9-15 total) per EL & SE case managers. The case managers will complete a monitoring sheet every six week (grades, CDB's, Common Assessments) to track their students progress with the goal of a minimum improvement of two questions on STAAR. If students are failing to improve then the case managers will support the classroom teacher with effective teaching strategies, tutoring support, and provide in class support.

August 21st-25th, 2017

At the beginning of the year, staff development is focused on PLC as a tool for improving performance of all students with a focus on our missed safeguards 2017-18 school year. Teachers trained on implementing PLC structures to improve planning, instruction and student learning.

July 31, 2017

Campus retreat was focused on our PBIS and PLC structures and norm. The campus teacher handbook changes were launched based on year two PBIS relaunch training. The district PLC model was launched from the district leadership team training. All program implementation are to improving class performance on STAAR, TELPAS, CDB's & local assessments.

January 27, 2017-Rudder Staff Development

The staff development purpose was to capture information to revise our SIP for the 2017-18 school year. The staff reviewed the PBIS Survey (culture, discipline, parent survey, et.) to help in the revision of campus expectations. The campus also reviewed the SIP survey, STAAR results, safeguards, attendance, & other related data from the data day binder. The campus focused on specific under performing subgroups such as ESL, SE, AA, ED & At-Risk in terms of performance on state testing. The campus review focused on the following key questions:

*What were the best instructional strategies that improved student learning.

*Where are your students and where do they need to be?

*What effective instructional practices do you want to utilize to best impact academic growth for all students?

February 20, 2017-Campus Professional Development

The staff development addressed TELPAS with ESL Team and Accommodations/DI- Scaffolding Instruction as it relates to progress measures and rating.

The campus will integrate chromebooks, i PAD and Swvil technology to improve teaching and learning for students and staff. The campus will schedule monthly technology training with our academic coach and TSS. In addition, the TSS will facilitate the scheduling of our academic technology coach into the PLC.

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	<p>PLC Implementation with a focus on common assessment will drive curriculum, assessment, and instruction decisions. We will backwards plan our common assessments (formative & summative) to target and improve student learning. The use of common assessments will improve our accountability results by 10% from 2017 to 2018 as reflected below:</p> <p>Performance Index Report Actual (2017) and Goals (2018) are: Index 1- 69 (2017) increase to 76 (2018) Index 2- 38 (2017) increase to 42 (2018) Index 3- 39 (2017) increase to 43 (2018) Index 4- 35 (2017) increase to 39 (2018)</p> <p>PBIS-Continued relaunch of year 3 will be assessed through our PBIS team. Discipline referral and teacher expectations will be monitored throughout the school year.</p> <p>Parent Involvement will be assessed by our parent liaison annually. (EL classes, parent liaison, mentors, watch dogs)</p> <p>System Safeguards: SE, African American, At-Risk, Hispanic, EL, Eco.Dis, Asian.</p>
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CSF 2: Use of Quality Data to Drive Instruction	
Use of Quality Data to Drive Instruction emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used. It is not only the use of data to drive instructional decision making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.	
<input checked="" type="checkbox"/>	Student attendance
<input type="checkbox"/>	Discipline
<input checked="" type="checkbox"/>	Grades
<input checked="" type="checkbox"/>	CDBs
<input checked="" type="checkbox"/>	Common Assessments
<input checked="" type="checkbox"/>	Other TELPAS

Findings	<p>Rudder EL students TELPAS reading by 5% since Our TELPAS scores dropped for our students who grew one level of proficiency</p> <p>2017 dropped to 39% (42% LY)with a 3% decrease 2017 increased to 57% (47% LY)with a 10% increase 2017 increased to 60% (41% LY) with a 19% increase</p> <p>We sheltered our ELL in ELA blocks for the beginners and intermediate students with an ESL teacher. We will continue our campus utilization of the 3 High Yield Strategies to improve by 10% overall in 2017-2018. We look to target our 6th grade to not only minimize our decrease but turn it around to an increase.</p> <p>Attendance Data (Critical Subgroups) SE 2014-15 95% 2015-16 95% 2016-17 95.5% Goal EL 2014-15 96.5% 2015-16 95.7% 2016-17 96.2% Goal ED 2014-15 95.6% 2015-16 94.8% 2016-17 95.3% Goal</p> <p>We will be working to monitor student's attendance and utilize our district support personnel. Discipline- We are now entering our 3rd year relaunch with campus wide PBIS. We will continue to address campus needs with a whole team approach. We will incorporate our PBIS team and their support into our campus retreat, our ROTC activities at the beginning of the school year and enforce the revised Teacher Handbook 2017-18.</p> <p>We look to incorporate Google classroom to support students learning and parent communication. Common formative and summative assessments will be used to monitor student learning and adjust curriculum and instruction practices.</p> <p>The case managers for EL and SE students will closely monitor students through a systematic data collection process reviewed at the end of each six week by the AD and Principal.</p> <p>We will revisit CHAMPS as a campus approach to address classroom management and discipline throughout the campus.</p>
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CSF 3: Leadership Effectiveness
Leadership Effectiveness targets the need for leadership on the campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Providing job-embedded professional development to build capacity of campus leaders is a vital part of this CSF.
<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 type="checkbox"/> Master schedule
<input checked="" type="checkbox"/> Teacher and parent surveys
<input type="checkbox"/> Other

Findings	<p>We will continue to utilize our campus Teams (PLC) to address the Critical Success Factors as they apply to our campus. Ms. Kessler (VP) and Ms. Morado (AD) are attended the district PLC training to look at cohesive implementation of PLC with a focused on student achievement. The core content department coordinators, SE coordinator and the rest of the administrative team met to process and plan training for the faculty starting with the campus retreat and throughout the school year.</p> <p>Our department coordinators meet to discuss and share out vital district and campus information. We utilize e-mail, Remind 101, School Messenger, Facebook, e-classes and faculty meetings as forms of communication. Our campus master schedule is built to target our students' needs, teacher expertise and certification, and training. A co-teach strand was added for our EL students to better serve them based on need.</p> <p>We utilize teacher, parent and student surveys to provide us information to address the areas of strength and weakness.</p> <p>We will continue to utilize our family nights to inform our parents and community about our campus academics, technology endeavors, and club night (Rudder Engaged), elective nights to showcase the middle school experience.</p> <p>We post our 180 schedule to share out our events with parents and the community on our campus website.</p>
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CSF 4: Increased Learning Time	
<p>Increased Learning Time necessitates flexible scheduling that allows time for additional instructional minutes, enrichment activities and staff collaborative planning time. Increased Learning Time necessitates strategies that maximize the number of sustained, engaging instructional minutes that must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, using time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers that continuously strengthen instructional practices. This CSF confirms, as a requisite, an instructionally focused calendar.</p>	
<input checked="" type="checkbox"/>	Response to Intervention
<input checked="" type="checkbox"/>	Interventions implementation and effectiveness
<input checked="" type="checkbox"/>	Student identification for increased learning time
<input checked="" type="checkbox"/>	Tutorials
<input type="checkbox"/>	Other

Findings	<p>Our struggling students continue to be our ESL/LEP, SE and At-risk. There are the students that struggle the whole year with very few eRTI's conducted. This year eRTI and LPAC meeting will be scheduled after the close of each six weeks to ensure these students are making progress. Case managers will be selecting 15 of their most at-risk students to closely monitor and interventions will be provided throughout the school year.</p> <p>Teachers are required to publish and hold weekly tutoring for all students.</p> <p>PLC and grade level leads to guide data decisions in our grade level planning.</p> <p>AVID classes support students who are taking PreAP classes for the first time.</p> <p>Language objectives-ELPS with effective strategies for ELL students will continued to be tracked on the tracking sheets by domains.</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.	
<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 checked="" type="checkbox"/> Other Utilization of Community Involvement Liaison	
Findings	<p>We will continue to utilize Remind 101, School Messenger and Facebook to communicate with our community. We will hold our various parent involvement events: open house, honor roll donuts/tacos for parent and students, Rudder Engaged, EL language classes, fall festival, history and science fairs, magnet school presentations, petting zoo, and elective fair. PTA Watchdogs program expansion. Family life trains campus mentors for our at-risk students to improve the middle school experience. Rudder is a Bio School and has several environmental certifications and 39 garden beds for place based learning. The campus has 3 classrooms and is the lead campus for the district ACORN project.</p> <p>Our Family and Community Involvement Liaison has provided leadership in our campus parental involvement, community and family activities. She has provided resources for parent participation and student achievement, assists parents in becoming full partners in their children's education. Parent involvement will be a continued focus. Watch Dogs, mentors, volunteers and retired support. She works with families and teachers. Ms. Salge supported students getting summer internships- Girls and Boys Club, Girl Scouts (Pearl) library and centers. She looks to grow participation. She looks to increase parent involvement by providing transportation for Newcomers and At-risk students to parent nights and meetings. We will use ELSA translators to help with language translations for parent communication.</p>

CSF 6: School Climate	
School Climate recognizes increased attendance and reduced discipline referrals as indicators of a positive and welcoming environment. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate.	
<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 checked="" type="checkbox"/> Other Utilization of Community Involvement Liaison	

Findings	The PBIS team analyzes attendance, discipline, student and parent surveys to guide needs on our campus teams. The campus is broken down into five functional team to work on specific campus needs including school climate. The administration team reviews monthly campus and district discipline and attendance data. Student attendance is monitored weekly. We are hired a Family and Community Involvement Liaison for 2016-2017 school year to work on parent and student involvement. We look to continue to maintain our attendance above the district average. Rudder hosted a Rudder Engaged night to showcase our extra-curricular activities and clubs. Our family and community liaison created the opportunity for students to work in summer internships- Girls and Boys Club, library and centers. New EL classes are being held to support our Newcomers families in assimilating into the US and learn English. Co-teach meetings will be held bi-monthly to focus on implementation of IEP goals and implementing co-teach structures.
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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>Our campus teacher attendance is addressed through T-TESS. Staff retention rate and diversity of years of experience is healthy (Beginning 7.4%, 1-5 years (17.8), 6-10 years (29.4%), 11-20 years (34.6%) & 20+ years (10.8%) based on 2017 TAPR. PLC's are used to support teachers in the alignment of curriculum, instruction, and assessment. We developed PLC's teams to address the Critical Success factors as they apply to our students, teachers and campus needs. We maintain our PLC's are by grade level and content area to address instruction. Title 1 pays for an additional math and reading teacher to reduce class size. A cohort of math teachers are participating in Our Lady of the Lake University math collaborative gaining 105 hours of job-embedded professional development annually. Teachers attendance is monitored and reported in TTESS domain 4.</p> <p>In the hiring process we will look to include more minorities (48.2% campus compared to 59.7% district & 49.1 state) and men (32.6 campus, 21.8% district, & 23.7 state) in the pool of viable candidates. Rudder will use the Gallop Screening for new applicants to hire people with a score of 80 or higher. We plan and differentiate staff development to meet campus needs.</p> <p>The campus distributes the Master Teacher Weekly PD program weekly and the departments review them at their monthly department meetings to increase teacher effectiveness in the classroom.</p>
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Priority Needs

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

Priority Need 1

System Safeguards: SE, African American, At-Risk, Hispanic, EL, Eco.Dis, Asian- Raise standardized test scores for our diverse learners to meet state requirements.

CSF 1 Academic Performance
CSF 2 Use of Quality Data to Drive Instruction
CSF 3 Leadership Effectiveness
CSF 4 Increased Learning Time
CSF 6 School Climate
CSF 7 Teacher Quality

Priority Need 2

Increase opportunities for input, communication and participation from parents and community.

CSF 1 Academic Performance
CSF 2 Use of Quality Data to Drive Instruction
CSF 3 Leadership Effectiveness
CSF 5 Family and Community Engagement
CSF 6 School Climate

Priority Need 3

System Safeguards: SE, African American, At-Risk, Hispanic, EL, Eco.Dis, Asian-Create systematic approach to common assessments.

CSF 1 Academic Performance
CSF 2 Use of Quality Data to Drive Instruction
CSF 4 Increased Learning Time
CSF 6 School Climate
CSF 7 Teacher Quality

Priority Need 4

Implement re-launch of year three of Positive Behavioral Interventions and Supports.

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

Campus: RUDDER MS

School Improvement Plan Signatures

School Advisory Team approves the full campus improvement plan.

Date of SAT Meeting: 11/13/2017

SAT Member	Name	Signature
Principal	Mary Jewell	
Parent Community Representative	Mr. & Mrs. Estrada	
Staff Representative	Jennifer Wray	

LIST SAT MEMBERS IN THE BLANKS BELOW

FULL NAME	POSITION
Belinda Salge	Staff Member
Chandler Dixon	Staff Member
Jennifer Wray	Staff Member
Nancy Castro	Staff Member
Kylie Boswell	Staff Member
Joshua Palmer	Staff Member
Margo Burkholder	Staff Member
Jenni Gardner	Staff Member
Ari Estrada	Parent
Mario Estrada	Parent
Adela Morado	Administrator
Rick Meuse	Community Member
Kay Montgomery	Community Member

CAMPUS: RUDDER 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		Third year PBIS: review campus goals, mission with our data focus and retreat review. Campus goals-building relationships, respectful tasks and increase student engagement.	Instruction	All Staff	All Students		6
08/22/2017		T-TESS Refresher, required training, PLC-grade level focus with campus goals.	Instruction	All Staff	All Students		6
08/23/2017		Technology updates-CMS, Gradebook, Dyslexia, 504, Campus ROTC week, Campus procedures for beginning of the year	Technology	All Staff	All Students		6
10/09/2017		T-TESS goals. Data review, revisit targeted student's data monitoring with data disaggregation with student profile sheets. Interventions and sub-pops.	Collaboration	All Staff	All Students		6
11/20/2017		Campus 12 hours Teacher Choice	Instruction	All Staff	All Students		6

11/21/2017		Campus 12 hours Teacher Choice	Instruction	All Staff	All Students		6
02/19/2018		TELPAS updates and writing prompts. T-TESS goals- department, grade levels and personal. Review student profile sheets and progress.	Instruction	All Staff	All Students		6

ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES

READING (Grades 6-8)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	72%	37%	77%	74%	79%	73%	40%	17%	79%
African-American	61%	23%	60%	66%	74%	62%	20%	7%	65%
Hispanic	74%	36%	70%	69%	77%	73%	39%	15%	75%
White	80%	49%	80%	85%	87%	84%	53%	28%	90%
Economically Disadvantaged	66%	30%	66%	66%	71%	69%	33%	12%	75%
Special Education	31%	18%	31%	36%	43%	37%	17%	2%	50%
At-Risk	57%	17%	57%	56%	62%	60%	23%	6%	65%
Limited English Proficient	34%	5%	35%	44%	42%	39%	8%	1%	50%
Asian	54%	28%	55%	91%	81%	57%	37%	16%	60%
American Indian	N/A	N/A	N/A	74%	77%	100%	100%	100%	100%
Hawaiian Pacific Islander	100%	67%	100%	76%	81%	75%	50%	50%	80%
Two or More	80%	60%	80%	83%	89%	89%	68%	37%	95%

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	62%	31%	63%	68%	70%	54%	23%	6%	60%
African-American	55%	27%	58%	58%	65%	33%	8%	4%	50%
Hispanic	60%	29%	62%	63%	67%	57%	23%	6%	60%
White	78%	38%	78%	79%	81%	66%	26%	8%	70%
Economically Disadvantaged	54%	21%	61%	59%	59%	49%	18%	4%	65%

Special Education	19%	11%	20%	27%	31%	19%	17%	6%	30%
At-Risk	43%	14%	44%	46%	47%	36%	7%	2%	50%
Limited English Proficient	10%	0%	12%	38%	31%	12%	0%	0%	30%
Asian	47%	34%	48%	89%	79%	46%	29%	11%	60%
American Indian	N/A	N/A	N/A	65%	57%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	100%	100%	71%	75%	100%	0%	0%	100%
Two or More	100%	60%	100%	76%	82%	30%	30%	0%	50%

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	65%	30%	65%	76%	77%	65%	29%	8%	70%
African-American	49%	17%	49%	65%	70%	47%	11%	4%	55%
Hispanic	65%	29%	65%	72%	75%	64%	27%	7%	70%
White	76%	41%	76%	85%	86%	78%	39%	12%	82%
Economically Disadvantaged	57%	24%	57%	69%	68%	61%	25%	7%	65%
Special Education	30%	16%	30%	44%	47%	31%	18%	4%	40%
At-Risk	49%	16%	49%	61%	62%	54%	16%	2%	60%
Limited English Proficient	31%	11%	31%	58%	54%	45%	8%	2%	55%
Asian	54%	32%	54%	94%	85%	64%	36%	9%	70%
American Indian	N/A	N/A	N/A	75%	77%	100%	100%	0%	100%
Hawaiian Pacific Islander	100%	67%	100%	78%	83%	75%	50%	50%	80%
Two or More	75%	50%	75%	82%	85%	71%	47%	24%	75%

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	100%	96%	100%	82%	99%	100%	100%	70%	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	70%	38%	70%	74%	76%	66%	41%	14%	75%
African-American	53%	24%	55%	63%	68%	65%	27%	12%	75%
Hispanic	73%	39%	73%	69%	72%	61%	37%	9%	70%
White	82%	50%	85%	86%	88%	83%	66%	26%	88%
Economically Disadvantaged	63%	31%	63%	66%	66%	60%	31%	10%	70%
Special Education	31%	28%	31%	38%	44%	30%	19%	2%	50%
At-Risk	54%	20%	54%	56%	57%	51%	21%	5%	60%
Limited English Proficient	18%	0%	18%	44%	36%	28%	8%	0%	35%
Asian	33%	20%	33%	92%	84%	68%	39%	16%	75%
American Indian	N/A	N/A	N/A	73%	86%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	100%	100%	75%	84%	100%	100%	100%	100%
Two or More	50%	50%	50%	83%	87%	100%	75%	75%	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	71%	29%	74%	62%	63%	58%	31%	16%	65%
African-American	63%	3%	66%	50%	55%	46%	23%	4%	55%
Hispanic	73%	31%	75%	55%	58%	53%	26%	11%	60%
White	80%	43%	81%	75%	80%	79%	48%	36%	85%
Economically Disadvantaged	63%	22%	63%	51%	51%	51%	23%	11%	58%
Special Education	33%	24%	33%	30%	33%	21%	16%	0%	30%

At-Risk	55%	15%	55%	40%	40%	40%	16%	7%	55%
Limited English Proficient	36%	0%	36%	29%	22%	25%	8%	0%	36%
Asian	33%	20%	35%	87%	76%	55%	35%	23%	65%
American Indian	N/A	N/A	N/A	61%	57%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	0%	100%	63%	84%	100%	100%	100%	100%
Two or More	50%	0%	50%	72%	80%	100%	50%	25%	85%

ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	94.8%	95.5%
African-American	95.4%	95.8%	95.5%	96%
Hispanic	95.6%	95%	94.5%	95%
White	96%	95.8%	94.3%	95%
Economically Disadvantaged	95.4%	94.4%	94.2%	95%
Special Education	94.5%	93.9%	93.4%	95%
Limited English Proficient	96.4%	95.8%	95.6%	96%
Asian	97.8%	96.8%	96.4%	97%
American Indian	95.3%	95.2%	94.2%	95%
Hawaiian Pacific Islander	95.5%	96.1%	97.3%	98%
Two or More	95.9%	96%	93.7%	95%

RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
% of Students Retained	0.05%	0.11%	0.05%

DROP OUT RATE

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

African-American	0.6%	0%	0%	0%
Hispanic	0.4%	0.1%	0.2%	0%
White	0.2%	0.1%	0%	0%
Economically Disadvantaged	0.4%	0.2%	0.2%	0%
Special Education	0.4%	0.4%	1%	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	789	790
PSAT Reading/Writing Section Mean	396	398	398
PSAT Math Section Mean	395	390	395

17-18 School Improvement Plan - Objectives and Activities

Goal 1

Need : System Safeguards: SE, African American, At-Risk, Hispanic, EL, Eco.Dis, Asian- Raise standardized test scores for our diverse learners to meet state requirements.

Goal : System Safe guards: Increase STAAR results for our diverse learners (SE, African American, At-Risk, Hispanic, EL, Eco.Dis, Asian) to increase by 10% across the four indexes.
10% increase of EL students who progress at least one proficiency level from 2016-2017 in TELPAS.

Goal Details

Student Groups Impacted	All Students, African American, Special Education, At Risk, ELL, Migrant
Funding Needed	Title III, State Compensatory
Timeline for Implementation	SCE math and reading throughout school year Student data tracking sheets set up 1st 6 weeks Teacher EL Observation Log 2017-2018 Advisory Grade Monitoring Check Form PLC targeted support tracking sheet
November Progress Check	SCE math and reading implemented throughout school year for all missed System Safe guards: SE, African American, At-Risk, Hispanic, EL, Eco.Dis, Asian Student data tracking sheets set up 1st 6 weeks in some core classes Teacher EL Observation Log 2017-2018 all set and will be picked up to provide instructional feedback on November 28th. Advisory Grade Monitoring Check Form- Provided during advisory PLC targeted support tracking sheet- Not fully implemented

March Progress Check	SCE math and reading implemented throughout school year for all missed System Safe guards: SE, African American, At-Risk, Hispanic, EL, Eco.Dis, Asian Student data tracking sheets set up 1st 6 weeks in some core classes Teacher EL Observation Log 2017-2018 all set and will be picked up to provide instructional feedback on November 28th. Advisory Grade Monitoring Check Form- Provided during advisory PLC targeted support tracking sheet- Some departments are using.
June Progress Check	SCE math and reading implemented throughout school year for all missed System Safe guards: SE, African American, At-Risk, Hispanic, EL, Eco.Dis, Asian Student data tracking sheets set up Teacher EL Observation Log 2017-2018 all set and picked up for the end of the year. Advisory Grade Monitoring Check Form- Provided during advisory PLC targeted support tracking sheet- Some departments are using.

Activity 1

Activity	We will implement a systematic approach to data collection and student data tracking. EL- Teacher EL Observation Log 2017-2018 every 6 weeks of listening, speaking, reading, and writing. SE- 3rd week progress checks SE progress on IEP data check every 6 weeks Advisory- Grade monitoring check form- 6th grade only
Person Responsible	SE case manager ESL Team Academic Dean Core Academic Coordinators Teachers and Administration Head counselor SE coordinator Study Skills Teacher
Monitoring Measures	Teacher EL Observation Log 2017-2018 teacher data tracking every 6 weeks with ESL Team review on 2nd, 4th, and 6th six weeks. SE progress checks every 3rd week- monitored every 4th week by SE coordinator Grade monitoring check form completed 3rd and 5th week in a six weeks in advisory. EL/SE Tracking sheet will be reviewed every six weeks to check for progress.
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 6, SWC 8, SWC 9, SWC 10

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

Activity 2

Activity	SE collaborative Model with bi-weekly co-teach meetings Instructional approaches Vertical Alignment Differentiated Instruction Instructional Accommodations and modifications
Person Responsible	SE case manager EL Team Academic Dean Core Academic Coordinators Co-teachers EL and SE Teachers and Administration SE coordinator
Monitoring Measures	Bi-weekly PLC co-teach planning meetings
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 8, SWC 9, SWC 10
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Students participate in SCE Math(LAB) and/or Reading(LAB)
Person Responsible	SCE Teachers and Math Lab teachers 8th ELA teachers Academic Dean Teachers and Administration
Monitoring Measures	Student profile sheets SMI tests- Math Achieve 3000- Reading
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 8, SWC 9, SWC 10
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Advisory class for 6th graders. Grade monitoring check form completed 2nd and 4th week in a six weeks eRTI level process entered for struggling students- academic failures and social/behavioral needs each 6 weeks,
Person Responsible	Advisory Teachers SE case manager Academic Dean Core Academic Coordinators Advisory Teachers and Administration SE coordinator
Monitoring Measures	Student binder check Grade monitoring check form eRTI entered when student fails a core content for a 6 weeks eRTI entered when student has 5 office referrals
Title 1 Fund	Yes

Title 1 Campuses	SWC 2, SWC 3, SWC 5, SWC 6, SWC 8, SWC 9, SWC 10
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 5

Activity	Increase implementation of Google classroom in all content areas.
Person Responsible	Teachers and Administration Academic Coach TSS
Monitoring Measures	Google classroom utilization per 6 weeks Student and teacher input
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 8, SWC 9, SWC 10
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Goal 2

Need : Increase opportunities for input, communication and participation from parents and community.

Goal : Increase our relationship with our families, community members, students, faculty and staff to build our educational and community relationships.
Utilize various forms of communication with parents and our community members to encourage and support open, effective communication.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, ELL, Migrant
Funding Needed	Local, Other
Timeline for Implementation	Parent Involvement Chairperson- Aug Parent Night Coordinator and Tutoring Coordinator Aug Annual Fall/Spring Festival Curriculum Nights- throughout year CO2 Cars through IT Production Title I Parent Night & Rudder Engaged Watch Dog National PTA throughout year Parent Survey throughout year Phone Messages, ELSA, CMS, Google Site Page, Remind 101, Parent Connection, Twitter and Facebook throughout year 180 calendar Campus Google calendar
November Progress Check	Annual Fall Festival conducted on October 30, 2017.
March Progress Check	180 calendar and Campus Google calendar are updated regularly. A Rudder Weekly is sent out each week to all Rudder.
June Progress Check	Spring Festival- 5K and parent involvement was successfully completed Watch Dog National PTA throughout year Phone Messages, ELSA, CMS, Google Site Page, Remind 101, Parent Connection, Twitter and Facebook throughout year 180 calendar and Campus Google calendar are updated regularly. A Rudder Weekly is sent out each week to all Rudder.

Activity 1

Activity	Parent Involvement Chairperson- Aug Parent Night Coordinator and Tutoring Coordinator Aug Annual Fall/Spring Festival Campus Life Curriculum Nights- throughout year Solar Race Cars IT Production Jan Title I Night/Technology Night-Sept Watch Dog National PTA throughout year Parent Survey throughout year Phone Messages, ELSA, CMS, Google Site Page, Remind 101, Parent Connection, Twitter and Facebook throughout year 180 calendar to document Campus Google calendar
Person Responsible	Parent Involvement Chairperson Family and Community Involvement Liaison Department Coordinators Teachers and Staff Administration Watch Dog Coordinator Academic Coach TSS
Monitoring Measures	Family Night sign in sheet Meeting sign in sheets Campus Life sign-in sheets Parent and teacher surveys 180 calendar to document Campus Google calendar
Title 1 Fund	Yes
Title 1 Campuses	SWC 4, SWC 6, SWC 9, SWC 10
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Utilize Parent Survey data at the beginning of school and throughout the year: parent nights, student academic support, communication, etc. Communication:utilize Phone Messenger and ELSA to help with language translations for parent call outs parent/teacher communication. Google Sites- teachers post their schedule and information Increase Remind 101 for communication: administration with teachers and teachers with students
Person Responsible	Parent Involvement Chairperson Family and Community Involvement Liaison Department Coordinators Teachers and Staff Administration Watch Dog Coordinator Academic Coach TSS
Monitoring Measures	Parent Survey Parent Night sign-in sheets Phone Messenger notices ELSA- minutes used Followers: Remind 101, Facebook, Twitter 180 calendar to document Campus Google calendar
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 4, SWC 6, SWC 8, SWC 9, SWC 10
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Conduct Adult English and Language night classes twice a week for our EL parents. Childcare, snacks and transportation are provided.
Person Responsible	Family and Community Involvement Liaison Dr. Ferguson

Monitoring Measures	Sign-in sheets
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 4, SWC 6, SWC 7, SWC 8, SWC 9, SWC 10
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	
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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 : System Safeguards: SE, African American, At-Risk, Hispanic, EL, Eco.Dis, Asian-Create systematic approach to common assessments.

Goal : System Safeguards: SE, African American, At-Risk, Hispanic, EL, Eco.Dis, Asian- PLC planning to backward plan our common assessments to target and improve learning with formative assessments throughout each unit.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, ELL, Migrant
Funding Needed	Local, Title III
Timeline for Implementation	Summative each unit of instruction Weekly PLC grade level planning Biweekly co-teach grade level planning
November Progress Check	System Safeguards: SE, African American, At-Risk, Hispanic, EL, Eco.Dis, Asian- Summative assessments each unit of instruction- Is being conducted for each unit of instruction Weekly PLC grade level planning- Is being conducted with administration support Biweekly co-teach grade level planning- Is being conducted with SE and AD support

March Progress Check	System Safeguards: SE, African American, At-Risk, Hispanic, EL, Eco.Dis, Asian-Summative assessments each unit of instruction- Is being conducted for each unit of instruction Weekly PLC grade level planning- Is being conducted with administration support Biweekly co-teach grade level planning- Is being conducted with SE and AD support SE and EL progress measure has been implemented for district initiative-Homerun.
June Progress Check	System Safeguards: SE, African American, At-Risk, Hispanic, EL, Eco.Dis, Asian-Summative assessments each unit of instruction- Is being conducted for each unit of instruction Weekly PLC grade level planning- Is being conducted with administration support Biweekly co-teach grade level planning- Is being conducted with SE and AD support SE and EL progress measure has been implemented for district initiative-Homerun. Homerun meetings completed. Student data and tracking was a success. Teacher's seek more guidance in which forms to use to streamline the process.

Activity 1

Activity	Create formal and informal assessments to monitor progress on all students, provide consistent and frequent feedback to all stakeholders, and analyze student data connected to specific instructional strategies.
Person Responsible	Administration Department Coordinators Grade level leaders Teachers
Monitoring Measures	Lesson Plan Summative Assessments per instructional unit Formative Assessments per instructional unit Walk throughs Interventions Student progress monitored data
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 8, SWC 9
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Campus wide initiative- 3 ESL High Yield Strategies Teachers will utilize the high yield strategies in their lessons. The Language objectives are non-negotiable strategy for lesson plans. One of the other 2 high yield strategies are to be used every week: Structured conversations and Preview-View-Review.
Person Responsible	Teachers and Administration ESL Team
Monitoring Measures	PLC's (grade level planning) Lesson Plans Walk throughs
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 8, SWC 9, SWC 10
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	Utilize The Master Teacher Weekly Pd Program. Departments will review the weekly PD at their department meetings to increase teacher effective in the classroom.
Person Responsible	Department Coordinator Administration
Monitoring Measures	Department Meeting agenda and sign in sheet
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 8, SWC 9, SWC 10
Promote Community Involvement	
Educate Diverse Learners	

Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 4

Activity	Utilize the Instructional Strategies Playlist through lead4ward: designed to provide teachers with detailed descriptions of specific instructional strategies to use in intentional planning process that includes delivering instruction aligned to the TEKS, promotes student engagement, and teaches for access and rigor.
Person Responsible	Administration PLC grade level leads
Monitoring Measures	Lesson plans Walk throughs
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 8, SWC 9, SWC 10
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 : Implement re-launch of year three of Positive Behavioral Interventions and Supports.

Goal : Utilize our counselors guidance program and our ROTC week at the beginning of the year and after major holidays, to guide and support our students to be responsible, goal oriented and well rounded students.
 Ensure faculty, student, staff and community are provided a safe environment at Rudder Middle School.

Goal Details

Student Groups Impacted	All Students, Special Education, At Risk, Eco-Dis, ELL
Funding Needed	Local
Timeline for Implementation	180 campus calendar throughout the year Overage program throughout the year ROTC (Rudder only Trains Champions) beginning of the year and after major school holidays Campus Life Program PBIS Parent and Student Surveys
November Progress Check	180 campus calendar throughout the year- Is being utilized with implementation of electronic Google calendar. Overage program throughout the year- Is being implemented with ROTC (Rudder only Trains Champions) beginning of the year and after major school holidays-Beginning of the school successful launch. Campus Life Program is being implemented weekly. PBIS Parent and Student Surveys- Has not been implemented as of yet.

March Progress Check	180 campus calendar throughout the year- Is being utilized with implementation of electronic Google calendar. Overage program throughout the year- Is being implemented with ROTC (Rudder only Trains Champions) beginning of the year and after major school holidays-Beginning of the school successful launch. We had a re-launch to reinforce PBIS expectations in February. Campus Life Program is being implemented weekly. PBIS Parent and Student Surveys- Has not been implemented as of yet.
June Progress Check	180 campus calendar throughout the year- Is being utilized with implementation of electronic Google calendar. Overage program- We had 14 students who received 21 credits. 3.8 average GPA ROTC (Rudder only Trains Champions) beginning of the year and after major school holidays. Re-launch to reinforce PBIS expectations in February was successful. Campus Life Program is being implemented weekly. PBIS Parent and Student Surveys- Was not implemented.

Activity 1

Activity	Professional Learning communities as grade level planning to address the TEKS and needs of our students. Campus counselors set their guidance dates on the campus 180 calendar. We seek to guide our campus Overage students to utilize their time and energy to obtaining high school credits. Run a campus ROTC (Rudder Only Trains Champions) to establish and review school, common areas and classroom expectations- STARS per PBIS. Campus Life- faith based program once a week afterschool.
Person Responsible	Counseling Department PBIS Team Teachers and Administration Overage Program Coordinator Campus Life Program Coordinator
Monitoring Measures	PBIS Team meeting sign-in sheets and agenda Monthly fire drills Teachers and Administration
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 6, SWC 8, SWC 9, SWC 10
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 2

Activity	Rudder will be revisiting the PBIS structures approach: Set up a team, attend PBIS training, recommend changes and/or additions to common areas expectations, classroom expectations, and re-evaluate lesson plans for teaching common area expectations. Continue- Title I components, Peer mediation, annual safety survey, address PPINS, attendance, discipline, ISS/OSS and upcoming hearing at admin meetings, monthly fire drills, two shelter in place drills, ROTC week and intramural program.
Person Responsible	PBIS Team Administration Team Family and Community Involvement Liaison
Monitoring Measures	PBIS meeting sign in sheets and agenda Monthly fire drills Shelter in place one per semester 180 calendar Annual Safety survey
Title 1 Fund	Yes
Title 1 Campuses	SWC 1, SWC 2, SWC 3, SWC 4, SWC 5, SWC 6, SWC 8, SWC 9, SWC 10
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	

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 : Promote fitness and community health opportunities.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	Choosing the Best Path in Fall Fitness awareness throughout the year
November Progress Check	Completed Choosing the Best Path for first semester in November
March Progress Check	Fitness Gram has begun in Girl's PE. Boy's will begin after Spring Break.
June Progress Check	Fitness Gram was completed.

Activity 1

Activity	PE integration of Choosing the Best Path
Person Responsible	PE teachers and Administration

Monitoring Measures	Lesson Plans 180 calendar
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 3, SWC 10
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 2

Activity	Outdoor Community Fitness Center usage during parent night to promote the center and its utilization by the community year around. PE classes will incorporate the Outdoor Community Fitness Center. There are 120 exercises with QR codes to show to do the exercise on the equipment.
Person Responsible	PE teachers Teacher and Administration
Monitoring Measures	Parent and Student Surveys Parent Nights Lesson Plans Walk throughs
Title 1 Fund	Yes
Title 1 Campuses	SWC 2, SWC 10
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 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	