



NORTHSIDE SCHOOL INDEPENDENT DISTRICT



## SCHOOL IMPROVEMENT PLAN

**WARD ELEMENTARY SCHOOL**

**2017-2018**

## WARD ES

### Needs Assessment 2017-2018

#### Process

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

April 2017

\*Each grade level met to identify strengths and weaknesses for their grade level then the staff completed the SWOT for our campus.

\*Then we did the gallery walk of to observe findings.

\*We also compared our findings from 2016.

May 2017

Faculty went through each Critical Success Factor in our SIP for 2016-2017 and discussed the following:

\*What we are currently doing?

\*What could we do differently?

\*What do we need to do to improve student achievement?

Then as vertical teams we looked at each area for needed improvement.

May 30th

Met with Trailblazers, Facilitators and Staff Development committee to discuss plans for 17-18.

**Data and Campus Practices Review**

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

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

<b>CSF 1: Academic Performance</b>	
Academic Performance is the foundational CSF. Campuses can increase performance for all students by focusing on teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate. Curricular alignment, both horizontally and vertically, is also an essential component of this CSF.	
<input checked="" type="checkbox"/> STAAR/EOC/TAKS	
<input type="checkbox"/> Regression graphs	
<input type="checkbox"/> Student demographics	
<input checked="" type="checkbox"/> Special populations enrollment, performance, and LRE	
<input type="checkbox"/> TELPAS	
<input checked="" type="checkbox"/> Promotion/retention (Elementary)	
<input type="checkbox"/> Failure rates (Secondary)	
<input type="checkbox"/> Completion and graduation rates (High School)	
<input type="checkbox"/> SAT/ACT (High School)	
<input type="checkbox"/> AP (High School)	
<input checked="" type="checkbox"/> Other      CDB results/Preliminary STAAR Scores (Mock)	
Findings	<p>MOCK STAAR Scores</p> <p>3rd grade Reading and Math-percentage of students passing below the target of 75%</p> <p>4th grade Reading and Math-percentage of students passing below the target of 80%</p> <p>4th grade Writing-percentage of students passing below the target of score of 80%</p> <p>3rd &amp; 4th grade CDBs in reading and math are inconsistent to how students are performing in class.</p>

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

<input type="checkbox"/> Student attendance	
<input type="checkbox"/> Discipline	
<input type="checkbox"/> Grades	
<input checked="" type="checkbox"/> CDBs	
<input type="checkbox"/> Common Assessments	
<input type="checkbox"/> Other	
Findings	CDB scores are inconsistent in 3rd & 4th grade, however, it varies based on the content.

<b>CSF 3: Leadership Effectiveness</b>	
Leadership Effectiveness targets the need for leadership on the campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Providing job-embedded professional development to build capacity of campus leaders is a vital part of this CSF.	
<input checked="" type="checkbox"/> Distribution of leadership and responsibilities	
<input type="checkbox"/> Decision making structures on the campus	
<input type="checkbox"/> Teacher input	
<input type="checkbox"/> Campus goals	
<input type="checkbox"/> Monitoring of teacher performance; feedback to staff	
<input type="checkbox"/> Communication	
<input type="checkbox"/> Master schedule	
<input checked="" type="checkbox"/> Teacher and parent surveys	
<input type="checkbox"/> Other	
Findings	<p>*Facilitate shared leadership and delegate more.</p> <p>*Create a Staff Development Team to implement new trainings/learning throughout the year.</p> <p>*Create a teacher survey to see what worked &amp; didn't work this past year.</p>

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

<input checked="" type="checkbox"/> Response to Intervention
<input checked="" type="checkbox"/> Interventions implementation and effectiveness
<input checked="" type="checkbox"/> Student identification for increased learning time
<input type="checkbox"/> Tutorials
<input type="checkbox"/> Other
Findings
<p>*We need to look at the interventions we have available on the campus and see what additionally is necessary so that we can pair students to specific interventions to optimize learning.</p> <p>*Intervention time is inconsistently implemented. WE need to work on 100% utilization of this time to help students reach their maximum potential.</p> <p>*Ensure teachers are utilizing the RTI system and identifying students who need interventions.</p>

<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 type="checkbox"/> Communication	
<input checked="" type="checkbox"/> Family and community activities	
<input type="checkbox"/> Family and community input	
<input checked="" type="checkbox"/> Family and community services	
<input type="checkbox"/> Second language communication	
<input type="checkbox"/> Other	
Findings	
<p>*We need to increase our attendance of families/parents at our nightly functions.</p> <p>*We need to motivate staff to want to attend additional nightly functions (we have the same staff volunteer at all nightly events.)</p>	

<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 type="checkbox"/> Parent surveys	
<input checked="" type="checkbox"/> Student surveys or panels	
<input checked="" type="checkbox"/> Discipline	
<input type="checkbox"/> Student attendance	

<input type="checkbox"/> Extra-curricular activities and clubs	
<input type="checkbox"/> Other	
Findings	<p>*Need to increase student motivation.</p> <p>*Talk to students to find out what works and doesn't work at Ward.</p> <p>*Discipline is still high with our special education students. We need to allow time for our special education teachers to discuss students' strengths &amp; weaknesses with all teachers.</p>

<b>CSF 7: Teacher Quality</b>	
Teacher Quality focuses on the need to recruit and retain effective teachers while also supporting current staff with job-embedded professional development. Evidence shows that low income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers.	
<input checked="" type="checkbox"/> Teacher attendance	
<input type="checkbox"/> Teacher experience and years on campus	
<input type="checkbox"/> Class size	
<input type="checkbox"/> Staff retention rates	
<input type="checkbox"/> Alignment of curriculum, instruction, assessment	
<input checked="" type="checkbox"/> Alignment of CDB scores and STAAR results	
<input checked="" type="checkbox"/> Effectiveness of planning and collaboration	
<input checked="" type="checkbox"/> Professional development experiences and requests	
<input type="checkbox"/> Other	
Findings	<p>Teacher attendance still continues to be an issue. Teachers typically miss between 3-10 days throughout the school year.</p> <p>A majority of our teachers only attend our Ward Retreat Days to get their 12 teacher choice hours. 1/4 of our teachers continue to go to staff development to increase their knowledge of various topics and then implement their learning within their classroom.</p> <p>CDB scores in 3rd &amp; 4th grade continue to be inconsistent depending on the content. Typically, they do well on STAAR but there is definitely room for improvement.</p>

**Priority Needs**

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

Priority Need 1

3rd grade Reading is an area of concern based on CDB data.
4th Reading (STAAR score 77%) is below the campus expectation.
CSF 1 Academic Performance

Priority Need 2

3rd grade Math is still an area of concern based on CDB data.

4th grade Math scores (79%) are still below the campus expectation.

CSF 1 Academic Performance

Priority Need 3

4th grade Writing is still an area of concern based on CDB scores and STAAR scores- 57%

CSF 1 Academic Performance

Priority Need 4

Lack of Family and Community Involvement

\*increase family involvement activities

\*increase participation of parents and staff

CSF 5 Family and Community Engagement

**Campus: WARD ES**

**School Improvement Plan Signatures**

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

**Date of SAT Meeting: 05/30/2017**

<b>SAT Member</b>	<b>Name</b>	<b>Signature</b>
Principal	Sunday Nelson	
Parent Community Representative	Celeste Knight	
Staff Representative	Robyn Cepeda	

**LIST SAT MEMBERS IN THE BLANKS BELOW**

<b>FULL NAME</b>	<b>POSITION</b>
Kristen Ledesma	Parent
Liz Barron	Parent
Lauren Crumes	Parent
Celeste Knight	Parent
Rochelle Brown	Staff Member
Pam Axell	Staff Member
Robyn Cepeda	Staff Member
Sunday Nelson	Principal
Kristen Ledesma	Parent
Liz Barron	Parent
Lauren Crumes	Parent
Celeste Knight	Parent
Rochelle Brown	Staff Member
Pam Axell	Staff Member
Robyn Cepeda	Staff Member
Sunday Nelson	Principal



**CAMPUS: WARD ES**

**CAMPUS STAFF DEVELOPMENT PLAN 2017-2018**

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

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

**Staff Development to be Offered**

<b>Date</b>	<b>Alternate Date(s)</b>	<b>Title and Description or Teacher Choice</b>	<b>Staff Development Area</b>	<b>Audience</b>	<b>Targeted Student Group</b>	<b>Funding Source / Costs</b>	<b># of CPE Hours</b>
08/21/2017	08/22/2017	AM-Policies/Procedures/Discipline/Writing Convocation @10:45 PM-Stations/Guided Reading & Math/Strategies	Instruction	All Staff	PreK-5th grade		6
08/22/2017	08/23/2017	AM-STAAR Data/Data Planning/Tracking Sheets PM-Dyslexia/504 training/Working with Students with Behav.	Assessment	All Staff	PreK-5th grade		6
08/23/2017	08/25/2017	AM-Technology/TTESS PM-Science/Counseling	Technology Integration	All Staff	PreK-5th grade		6
10/09/2017	10/09/2017	Reading/Math/Writing Planning	Curriculum	All Staff	PreK-5th grade		6
11/20/2017	08/14/2017	Team Building Ward Academy for Math/Reading/Writing/Science	Curriculum	All Staff	PreK-5th grade		6
11/21/2017	08/15/2017	Team Planning/Curriculum Mapping Setting 17-18 Timelines	Curriculum	All Staff	PreK-5th grade		6

02/19/2018	02/19/2018	Reading/Math/Writing/Science Planning-Blitz Plans	Instruction	All Staff	PreK-5th grade		6
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CAMPUS: WARD ES

ACADEMIC INDICATORS - CAMPUS PERFORMANCE OBJECTIVES

READING (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	83%	46%	80%	74%	76%	83%	57%	31%	87%
African-American	76%	38%	75%	62%	72%	72%	41%	24%	75%
Hispanic	82%	46%	80%	70%	74%	81%	56%	27%	84%
White	88%	49%	83%	84%	86%	88%	61%	36%	91%
Economically Disadvantaged	78%	40%	80%	66%	68%	79%	49%	23%	82%
Special Education	47%	25%	50%	44%	48%	55%	34%	8%	60%
At-Risk	66%	20%	70%	58%	58%	63%	25%	9%	67%
Limited English Proficient	65%	24%	70%	62%	63%	65%	30%	10%	68%
Asian	86%	57%	88%	89%	78%	100%	80%	80%	100%
American Indian	N/A	N/A	N/A	73%	58%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	50%	100%	75%	71%	100%	50%	50%	100%
Two or More	84%	60%	86%	80%	87%	88%	71%	54%	91%

WRITING (4)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	73%	47%	70%	64%	62%	57%	29%	9%	65%
African-American	69%	38%	70%	53%	56%	40%	20%	0%	45%
Hispanic	72%	45%	70%	60%	59%	60%	28%	8%	65%
White	78%	61%	80%	72%	73%	50%	23%	12%	55%
Economically Disadvantaged	64%	32%	70%	56%	52%	59%	31%	8%	62%

Special Education	38%	29%	50%	33%	32%	37%	11%	0%	45%
At-Risk	37%	18%	50%	44%	37%	34%	11%	3%	40%
Limited English Proficient	50%	50%	55%	54%	49%	0%	0%	0%	50%
Asian	100%	0%	100%	85%	72%	0%	0%	0%	50%
American Indian	N/A	N/A	N/A	61%	71%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	100%	100%	67%	50%	0%	0%	0%	50%
Two or More	78%	56%	80%	70%	76%	83%	83%	33%	88%

### MATHEMATICS (Grades 3-5)

Student Group	Campus % 2015-2016		Campus CPO 2016-2017	State % 2016-2017	District % 2016-2017	Campus % 2016-2017			Campus CPO 2017-2018
	Standard	Final Rec				Approaches Standard	Meets Standard	Masters Standard	
All Students	84%	47%	80%	79%	80%	85%	54%	33%	90%
African-American	79%	38%	80%	66%	72%	72%	41%	31%	77%
Hispanic	83%	44%	80%	77%	78%	85%	53%	30%	90%
White	88%	61%	88%	87%	88%	94%	62%	36%	97%
Economically Disadvantaged	78%	40%	80%	73%	73%	83%	47%	24%	88%
Special Education	61%	27%	70%	53%	56%	67%	33%	9%	73%
At-Risk	68%	25%	70%	67%	65%	70%	25%	10%	75%
Limited English Proficient	82%	35%	80%	73%	72%	70%	35%	15%	75%
Asian	86%	71%	88%	94%	86%	80%	80%	80%	85%
American Indian	N/A	N/A	N/A	78%	77%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	100%	50%	100%	80%	78%	100%	50%	50%	100%
Two or More	88%	48%	90%	82%	89%	83%	63%	54%	88%

### SCIENCE (Grade 5)

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

All Students	80%	33%	80%	73%	76%	80%	53%	22%	85%
African-American	73%	27%	75%	59%	68%	58%	50%	25%	63%
Hispanic	82%	31%	80%	68%	73%	81%	50%	20%	86%
White	72%	41%	80%	84%	87%	82%	64%	32%	87%
Economically Disadvantaged	81%	30%	75%	65%	67%	71%	37%	11%	75%
Special Education	50%	40%	55%	44%	46%	64%	39%	14%	69%
At-Risk	67%	18%	60%	56%	59%	61%	22%	7%	66%
Limited English Proficient	N/A	N/A	N/A	57%	58%	38%	13%	0%	45%
Asian	100%	75%	100%	89%	75%	100%	100%	0%	100%
American Indian	N/A	N/A	N/A	73%	60%	N/A	N/A	N/A	N/A
Hawaiian Pacific Islander	N/A	N/A	N/A	75%	93%	100%	100%	0%	100%
Two or More	75%	13%	75%	81%	86%	89%	67%	22%	95%

## ATTENDANCE

	State % 2016-2017	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
All Students	95.8%	95.3%	95.7%	96%
African-American	95.4%	95.8%	96.8%	97%
Hispanic	95.6%	95%	95.5%	96%
White	96%	95.8%	96%	98%
Economically Disadvantaged	95.4%	94.4%	95.1%	96%
Special Education	94.5%	93.9%	94.5%	96%
Limited English Proficient	96.4%	95.8%	96.4%	97%
Asian	97.8%	96.8%	96.2%	97%
American Indian	95.3%	95.2%	97.4%	98%
Hawaiian Pacific Islander	95.5%	96.1%	96.6%	97%
Two or More	95.9%	96%	97.1%	98%

## RETENTION

	District % 2016-2017	Campus % 2016-2017	Campus CPO 2017-2018
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% of Students Retained	0.98%	1.66%	1%
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## 17-18 School Improvement Plan - Objectives and Activities

### Goal 1

Need : 3rd grade Reading is an area of concern based on CDB data.  
4th Reading (STAAR score 77%) is below the campus expectation.

Goal : Students will increase their academic performance in Reading.

### Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	August-May
November Progress Check	Making good progress
March Progress Check	Good progress
June Progress Check	Completed both goals for the year. We will continue to use the reading strategies established for 18-19 school year.

### Activity 1

Activity	Create and implement a campus wide Reading Strategies.
Person Responsible	Reading Specialist, Lynna Salas Sunday Nelson Kelly Hobizal

Monitoring Measures	Lesson Plans Observations Walk Throughs
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	Study Authentic Text Read Aloud and implement (the process) within each 2-5th grade classroom.
Person Responsible	2-5th grade Teachers Reading Specialist, Lynna Salas
Monitoring Measures	Lesson Plans Observations Walk Throughs Formative and Summative Assessments
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	



Activity 3

Activity	
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 : 3rd grade Math is still an area of concern based on CDB data.  
 4th grade Math scores (79%) are still below the campus expectation.

Goal : Students will increase academic performance in Math.

**Goal Details**

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	August-May

November Progress Check	Making good progress
March Progress Check	Good progress
June Progress Check	We completed this goal for the 17-18 school year. We will continue using the strategies for 18-19 school year.

#### Activity 1

Activity	Implement Math Problem Solving Strategies campus wide.
Person Responsible	3rd grade teachers-to model the system they used in 16-17 Math Specialist, Robyn Cepeda
Monitoring Measures	Lesson Plans Observations Walk throughs Formative and Summative Assessments
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

#### Activity 2

Activity	Vertically align Math Vocabulary campus wide.  (Vocabulary words scattered throughout the building)
Person Responsible	K-5th grade teachers Math Specialist, Robyn Cepeda

Monitoring Measures	Lesson Plans Observations Walk Throughs Assessments
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	
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 : 4th grade Writing is still an area of concern based on CDB scores and STAAR scores- 57%

Goal : Students will increase academic performance in Writing.

**Goal Details**

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	August-May
November Progress Check	Making good progress
March Progress Check	Good progress
June Progress Check	We completed goal. We exceeded my expectations on the STAAR writing test. Ending with a 69! We will continue to work to improve writing in 18-19.

**Activity 1**

Activity	Staff will study Mentor Writing and use daily within the Writing Block.
Person Responsible	2-5th grade teachers Lynna Salas, Reading Specialist
Monitoring Measures	Writing Samples collected Lesson Plans Observations/Walk throughs
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	Staff will participate in Grammar Matters session and incorporate strategies into their writing instruction.
Person Responsible	Classroom Teachers Reading Specialist, Lynna Salas
Monitoring Measures	Writing Samples Collected Lesson Plans Observations/Walk throughs
Title 1 Fund	No
Title 1 Campuses	
Promote Community Involvement	
Educate Diverse Learners	
Hire, Develop, and Retain Quality Staff	
Promote a Safe Environment for Students and Staff	

Activity 3

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	
Title 1 Campuses	

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

Activity 4

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

Activity 5

Activity	
Person Responsible	
Monitoring Measures	
Title 1 Fund	



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

**Goal 4**

Need : Lack of Family and Community Involvement  
 \*increase family involvement activities  
 \*increase participation of parents and staff

Goal : Provide more activities within the school to encourage parents to get involved in their child's education.

**Goal Details**

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	August-May
November Progress Check	First semester completed and need to schedule events for the second semester.
March Progress Check	Good progress
June Progress Check	Would like to continue both of these goals for next year since we will become a Dual-Language and Bilingual campus. I would like to see more events for parents/families in 18-19. Plans are already in the works.

**Activity 1**

Activity	Each grade level will provide one parent training/event (curriculum/homework/informational) per semester.
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Person Responsible	PK-5th grade teachers Special Ed teachers Admin/Specialists
Monitoring Measures	Calendar Sign in sheets Surveys
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 parent coffees/lunch bunch meetings once a nine weeks to engage parents in campus related discussions.
Person Responsible	Administrators Counselors Reading Specialist MSD
Monitoring Measures	Sign in sheets Surveys
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	
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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 : Promote school-wide learning opportunities for all students to be healthy and active for a lifetime.

Goal Details

Student Groups Impacted	All Students
Funding Needed	Local
Timeline for Implementation	August-May

November Progress Check	Great progress 2nd recess in kinder and first grade has proven to be beneficial and necessary.
March Progress Check	Parents, teachers and students love the additional recess being implemented in kinder and 1st grade.  Students love Go Noodle.  Good progress
June Progress Check	Students are continuing to be active. We would like to include a fitness club next year.

#### Activity 1

Activity	Provide moderate vigorous physical activity in PE classes.
Person Responsible	PE teachers
Monitoring Measures	Lesson plans Observations Walk throughs
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	Utilize a 2nd 15 minute recess in kinder and first grades.
Person Responsible	K-1 teachers
Monitoring Measures	Surveys

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	Utilize Go Noodle in each classroom.
Person Responsible	PK-5th grade teachers
Monitoring Measures	Lesson plans Walk throughs Observations
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	