

**CAMPUS IMPROVEMENT PLAN
2017-2018**

Canton Intermediate School



District Vision Statement

Canton...Reaching for Excellence, Leading to Great Accomplishment

District Mission Statement

***In partnership with community and parents, Canton ISD will empower students
to become lifelong learners committed to academic excellence, integrity,
responsible citizenship and service to others.***

CAMPUS DECISION-MAKING COMMITTEE

Lisa Elliott – Teacher

Glynn Bell – Teacher

Cindy Peoples – Teacher

Charlene Fowler – Special Services Teacher

Brandie Heitman – Auxiliary Staff

Ginger Pino –Parent

Maurita Kindle – Community

Wayne Culpepper - Business

Allison French – Asst. Principal

Marsha Robison – Principal

COMPREHENSIVE NEEDS ASSESSMENT (TIA 1 – Schoolwide)

Canton Independent School District conducted comprehensive needs assessments based on TAPR data such as 2017 STAAR performance, attendance rates, dropout rates, and SAT/ACT data. In addition, for general education and for special programs, the data were disaggregated for all population groups. Student strengths and weaknesses were identified by disaggregating 2017 STAAR data by objective, grade level, and subject area. The results of this assessment are reflected in the strategy section of the plan.

The needs assessment also consisted of identifying needs for all subject areas, grade levels, and each special program considering the six areas of decision making (planning, curriculum/instruction, staffing, staff development, school organization, budgeting) and through the Effective Schools Correlates (Instructional Leadership, Instructional Focus, High Expectations, School Climate, and Parental Involvement). The Ten Components of a Schoolwide Plan are identified as they occur:

- T1A 1. Comprehensive Needs Assessment
- T1A 2. School Reform Strategies
- T1A 3. Instruction by Highly Qualified Staff
- T1A 4. High-quality and Ongoing Professional Development
- T1A 5. Strategies to Attract Highly Qualified Staff
- T1A 6. Strategies to Increase Parent Involvement
- T1A 7. Preschool Transition Strategies
- T1A 8. Teacher Participation in Assessment Decisions
- T1A 9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards
- T1A 10. Coordination and Integration of Federal, State, and Local Programs and Resources

The Canton Intermediate SBDC focused on the following areas: Student Achievement, Staff Development, and Technology. In assessing 2017 STAAR Approaches Grade Level, we would like to see improvement in the percentage of students that met standard at Approaches Grade Level in 4th grade Writing and 5th grade Science. We also want to see an increase in the percentage of students that meet the Masters standard in all STAAR tested subject areas. Another priority is professional development for increasing rigor and critical thinking strategies in the classrooms. We want continued support of our campus goals regarding technology implementation throughout each educational program. Our goal is that students will have use of cutting-edge technology to supplement regular instruction and improve academic performance.

Goal #1

All student groups taking the STAAR reading, math, writing, science tests will meet or exceed the state average. Increase the percentage of students in 3rd grade who scored in the 75th to 99th percentile on STAR Reading.

SUMMATIVE EVALUATIONS							
TAPR, Eduphoria, STAAR State Assessment, Technology Equipment Inventories, Special Program Annual Evaluations, Walkthroughs and Observations							
STRATEGIES/ IMPLEMENTATIONS	PERSONS RESPONSIBLE	RESOURCES	TIMELINE	EVIDENCE OF IMPLEMEN TATION	EVIDENCE OF IMPACT	FORMATIVE EVALUATIONS	TITLE I SCHOOLWIDE COMPONENTS (Code by #)
<p>Disaggregate STAAR Reading objectives for all students and focus instruction on weaknesses below state average: Understanding Across Genres Understanding/Analysis of Literary Texts Understanding/Analysis of Informational Texts</p> <p>Ensure that grade levels not tested on STAAR participate in vertical planning and curriculum alignment.</p> <p>Enhance Reading resources through the purchase of new Reading materials in the classroom for At-Risk and other students</p> <p>Motivation Reading Series</p> <p>In school reading tutorials/interventions</p> <p>After-school tutoring/homework help</p> <p>Professional development for increasing rigor and critical thinking strategies in the</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Counselor</p> <p>Teachers</p> <p>Mayfield</p>	<p>Eduphoria data</p> <p>2017 STAAR Summary Reports</p> <p>Data Broken Analysis Motivation Reading</p> <p><u>SCE</u> <u>\$159,640.81</u> 2.0 Teachers 4.0 Aides .15 Counselor</p>	<p>Weekly</p> <p>June 2017</p> <p>1 per semester</p> <p>1 per quarter</p> <p>1 per quarter for each STAAR tested subject</p> <p>May 2018</p> <p>Monthly</p>	<p>Lesson plans, scope and sequence, walk-throughs, evaluations, data meetings, Vertical team meetings</p>	<p>Teacher observations, grades, quarter tests, Istation data, STAR reading data, STAAR data, data meeting reports</p>	<p>Lesson plans</p> <p>Principal Made Worksheet</p> <p>Benchmark Test (Released STAAR test)</p> <p>9 Weeks Tests Data Meetings</p> <p>2018 STAAR Summary Reports</p> <p>iStation data</p> <p>STAR reading data</p> <p>Education Galaxy</p>	<p>T1A 3, 8, 9</p>

<p>classrooms</p> <p>Utilize iStation , Accelerated Reader, Education Galaxy</p>							
<p>Disaggregate STAAR Reading Scores for Special Population and Special Program students and focus instruction on weaknesses below state average:</p> <ul style="list-style-type: none"> • White • Black • Hispanic • Economically Disadvantaged • Title 1 • ESL • Special Education • Gifted and Talented 	<p>Principal</p> <p>Assistant Principal</p> <p>Counselor</p> <p>Teachers</p>	<p>2017 STAAR Summary Report</p> <p>Eduphoria data</p> <p>Special Education</p> <p><u>Title 1</u></p> <p><u>\$40,716.50</u></p> <p>1.0 FTE Teacher</p> <p><u>Title III</u></p> <p><u>\$2,775.00</u></p> <p><u>SCE</u></p> <p><u>\$159,640.81</u></p>	<p>Weekly August 2017</p> <p>1 per semester</p>	<p>Lesson plans, scope and sequence, walk-throughs, evaluations, data meetings, Vertical team meetings</p>	<p>Teacher observation, mastery of skill, grades on daily work and/or quarterly tests, increased rigor, increased application of skill, improved scores on state assessment, increased classroom performance, improved students improvement, improved students engagement, improved collaboration between all stakeholders</p>	<p>Lesson Plans</p> <p>Teacher Analysis</p> <p>Benchmarks Tests</p> <p>Principal Worksheet</p> <p>9 week tests</p> <p>2018 STAAR Scores</p> <p>iStation data</p>	<p>T1A 3, 8, 9</p>

STRATEGIES/ IMPLEMENTATIONS	PERSONS RESPONSIBLE	RESOURCES	TIMELINE	EVIDENCE OF IMPLEME NTATION	EVIDENCE OF IMPACT	FORMATIVE EVALUATIONS	TITLE I SCHOOLWIDE COMPONENTS (Code by #)
<p>Disaggregate STAAR Math objectives for All Students and focus on weaknesses below state average the following objectives:</p> <p>Numbers, Operations, and Quantitative Reasoning Patterns, Relationships, and Algebraic Reasoning Geometric and Spatial Reasoning Measurement Probability and Statistics</p> <p>Ensure that grade levels not tested on STAAR participate in vertical planning and curriculum alignment.</p> <p>Education Galaxy</p> <p>Ensure vertical alignment through Motivation Math series</p> <p>Professional development for increasing rigor and critical thinking strategies in the classrooms</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Counselor</p> <p>Teachers</p>	<p>Eduphoria data</p> <p>2017 STAAR Summary Report</p> <p>Grade-level Summary reports</p> <p>Teachers</p> <p><u>Title I</u> <u>\$40,716.50</u> 1.0 FTE Teacher</p> <p><u>SCE</u> <u>\$159,640.81</u> 2.0 Teachers 4.0 Aides .15 Counselor</p>	<p>Weekly</p> <p>July 2017</p> <p>2/per year</p> <p>May 2018</p> <p>Monthly</p>	<p>Lesson plans, scope and sequence, walk-throughs, evaluations, data meetings, Vertical team meetings</p>	<p>Observations, grades, 9 week tests, STAR math data, STAAR results, Education Galaxy performance</p>	<p>Lesson plans</p> <p>Principal Worksheet</p> <p>Benchmark Test</p> <p>2018 STAAR Summary Reports</p> <p>Education Galaxy</p>	<p>T1A 3, 8, 9</p>
<p>Disaggregate STAAR Math scores for Special Population and Special Program students and focus on weaknesses below state average:</p> <ul style="list-style-type: none"> ▪ White ▪ Black ▪ Hispanic ▪ Economically Disadvantaged 	<p>Principal</p> <p>Assistant Principal</p> <p>Counselor</p> <p>Teachers</p>	<p>Eduphoria data</p> <p>Grade level summary reports</p> <p>Teachers</p> <p><u>Special Ed.</u> <u>Title I</u> <u>\$40,716.50</u> 1.0 FTE Teacher</p>	<p>Weekly</p> <p>August 2017</p> <p>2/per year</p> <p>May 2018</p>	<p>Lesson plans, scope and sequence, walk-throughs, evaluations, data meetings,</p>	<p>Teacher observation, mastery of skill, grades on daily work and/or quarterly tests, increased rigor, increased application of skill, improved scores</p>	<p>Lesson Plans</p> <p>Teacher Analysis</p> <p>Benchmark Test</p> <p>2018 STAAR Summary Reports</p>	<p>T1A 3, 8, 9</p>

<ul style="list-style-type: none"> ▪ Title I ▪ ESL ▪ Special Education ▪ Gifted and Talented ▪ At-risk <p>Professional development for increasing rigor and critical thinking strategies in the classrooms</p>		<p><u>Title II \$57,069</u> .50 FTE Teacher (\$20,271)</p> <p><u>Title III</u> <u>\$2,775.00</u></p> <p><u>SCE</u> <u>\$159,640.81</u> 2.0 Teachers 4.0 Aides .15 Counselor</p>		<p>Vertical team meetings</p>	<p>on state assessment, increased classroom performance, improved students improvement, improved students engagement, improved collaboration between all stakeholders</p>		
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STRATEGIES/ IMPLEMENTATIONS	PERSONS RESPONSIBLE	RESOURCES	TIMELINES	EVIDENCE OF IMPLEMEN TATION	EVIDENCE OF IMPACT	FORMATIVE EVALUATIONS	TITLE I SCHOOLWIDE COMPONENTS (Code by #)
<p>Disaggregate STAAR Writing objectives for All Students and focus on weaknesses below state average:</p> <p>Persuasive Expository Revision Editing</p> <p>Ensure that grade levels not tested on STAAR participate in vertical planning and curriculum alignment</p> <p>Ensure vertical alignment by using DLR in 3rd grade</p> <p>Storyworks ELAR resource (grades 3,4,5)</p>	<p>Principals</p> <p>Assistant Principal</p> <p>Teachers</p>	<p>Eduphoria data</p> <p>2017 STAAR Summary Reports</p> <p>Grade-level Data Meetings</p> <p>Teachers</p> <p><u>Title I</u> <u>\$40,716.50</u> 1.0 FTE Teacher</p> <p><u>SCE</u> <u>\$159,640.81</u> 2.0 Teachers</p>	<p>Weekly</p> <p>July 2017</p> <p>February 2018</p> <p>March 2018</p> <p>May 2018</p>	<p>Lesson plans, scope and sequence, walk-throughs, evaluations, data meetings, Vertical team meetings</p>	<p>Teacher observation, mastery of skill, grades on daily work and/or quarterly tests, increased rigor, increased application of skill, improved scores on state assessment, increased classroom performance, improved students improvement, improved students engagement, improved collaboration between all</p>	<p>Lesson plans</p> <p>Principal Worksheet</p> <p>Benchmark Test</p> <p>2018 STAAR Summary Reports</p>	<p>T1A 3, 8, 9</p>

<p>Professional development for increasing rigor and critical thinking strategies in the classrooms</p>		<p>4.0 Aides .15 Counselor</p>			<p>stakeholders</p>		
<p>Disaggregate STAAR Writing scores for Special Population and Special Program students and focus on weaknesses below state average:</p> <ul style="list-style-type: none"> ▪ White ▪ Black ▪ Hispanic ▪ Economically Disadvantaged ▪ Title I ▪ ESL ▪ Special Education ▪ Gifted and Talented <p>Professional development for increasing rigor and critical thinking strategies in the classrooms</p>	<p>Principal Assistant Principal Counselor Teachers</p>	<p>Eduphoria data</p> <p>Grade-level Summary Report</p> <p>Teachers</p> <p><u>Title I</u> <u>\$40,716.50</u> 1.0 FTE Teacher</p> <p><u>Title III</u> <u>\$2,775.00</u></p> <p><u>SCE</u> <u>\$159,640.81</u> 2.0 Teachers 4.0 Aides .15 Counselor</p>	<p>Weekly</p> <p>August 2017</p> <p>2/year</p> <p>May 2018</p>	<p>Lesson plans, scope and sequence, walk-throughs, evaluations, data meetings, Vertical team meetings</p>	<p>Teacher observation, mastery of skill, grades on daily work and/or quarterly tests, increased rigor, increased application of skill, improved scores on state assessment, increased classroom performance, improved students improvement, improved students engagement, improved collaboration between all stakeholders</p>	<p>Lesson Plans</p> <p>Teacher Analysis</p> <p>Benchmark Test</p> <p>2018 STAAR Summary Reports</p>	<p>T1A 3, 8, 9</p>

STRATEGIES/ IMPLEMENTATIONS	PERSONS RESPONSIBLE	RESOURCES	TIMELINES	EVIDENCE OF IMPLEMEN TATION	EVIDENCE OF IMPACT	FORMATIVE EVALUATIONS	TITLE I SCHOOL WIDE COMPON ENTS (Code by #)
<p>Disaggregate STAAR Science objectives for All Students and focus on weaknesses below state average:</p> <p>Matter and Energy Force, Motion, and Energy Earth and Space Organisms and Environments</p> <p>Vertical alignment for all grades using Motivation Science</p> <p>STEMScopes Grades 3-5</p> <p>Science Lab materials</p> <p>Ensure that grade levels not tested on STAAR participate in vertical planning and curriculum alignment.</p> <p>Professional development for increasing rigor and critical thinking strategies in the classrooms</p> <p>Motivation Science workbooks</p> <p>Education Galaxy</p>	<p>Principal</p> <p>Assistant Principal</p>	<p>Eduphoria data</p> <p>Motivation Science STEMScope (5th)</p> <p>2017 STAAR Summary Reports</p> <p>Grade level and Vertical Teams Data Meetings</p> <p>Teachers</p> <p>Activity fund</p> <p><u>Title I</u> <u>\$40,716.50</u> 1.0 FTE Teacher</p> <p><u>Title II \$57,069</u> .50 FTE Teacher (\$20,271)</p>	<p>Weekly</p> <p>Weekly Daily 2/year</p> <p>May 2018</p>	<p>Lesson plans, scope and sequence, walk-throughs, evaluations, data meetings, Vertical team meetings, Education Galaxy students participation</p>	<p>Teacher observation, mastery of skill, grades on daily work and/or quarterly tests, increased rigor, increased application of skill, improved scores on state assessment, increased classroom performance, improved students improvement, improved students engagement, improved collaboration between all stakeholders</p>	<p>Lesson plans</p> <p>Principal Worksheet</p> <p>Benchmark Tests</p> <p>Education Galaxy reports</p> <p>2018 STAAR Summary Reports</p>	<p>T1A 3, 8, 9</p>

<p>Disaggregate STAAR Science scores for Special Population and Special Program students and focus instruction on weaknesses below the state average:</p> <ul style="list-style-type: none"> White Black Hispanic Economically Disadvantaged Title 1 ESL Special Education Gifted and Talented At Risk <p>Motivation Science workbooks</p> <p>Go Math workbooks (1st , and 2nd grade levels)</p> <p>Education Galaxy</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Counselor</p> <p>Teachers</p>	<p>2017 STAAR Summary Reports</p> <p>Title I \$40,716.50 1.0 FTE Teacher</p> <p>Title III \$2,775.00</p> <p>G/T Funds</p> <p>SCE \$159,640.81 2.0 Teachers 3.0 Aides .15 Counselor</p>	<p>Weekly</p> <p>Weekly</p> <p>2/year</p> <p>Each 9 weeks</p> <p>May 2018</p>	<p>Lesson plans, scope and sequence, walk-throughs, evaluations, data meetings, Vertical team meetings</p>	<p>Teacher observation, mastery of skill, grades on daily work and/or quarterly tests, increased rigor, increased application of skill, improved scores on state assessment, increased classroom performance, improved students improvement, improved students engagement, improved collaboration between all stakeholders</p>	<p>Lesson Plans</p> <p>Teacher Analysis</p> <p>Benchmark test</p> <p>9 week tests</p> <p>2018 STAAR Summary Reports</p>	<p>T1A 3, 8, 9</p>
<p>At-risk students will be provided the following supplemental services to ensure student improvement:</p> <ul style="list-style-type: none"> ESL teachers and aides Computer lab Instructional facilitators/aides STAAR Reading and Math supplies Library assistant Accelerated Reader Tutorials Parent conferences Counselor STAAR classes (STAAR tested subjects) Study skills Test-taking skills Full year Math and Reading Tutorial teachers <p>Istation Reading</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Counselor</p> <p>Teachers</p>	<p>Title I \$40,716.50 1.0 FTE Teacher</p> <p>Title III \$2,775.00</p> <p>Local budget</p> <p>SCE \$159,640.81 4.0 Teachers 5.0 Aides .15 Counselor</p> <p><u>Title II \$57,069</u> .50 FTE Teacher</p>	<p>Weekly</p> <p>Weekly</p> <p>May 2018</p> <p>Weekly</p>	<p>Lesson plans, scope and sequence, walk-throughs, evaluations, data meetings, Vertical team meetings</p>	<p>Teacher observation, mastery of skill, grades on daily work and/or quarterly tests, increased rigor, increased application of skill, improved scores on state assessment, increased classroom performance, improved students improvement, improved students engagement, improved collaboration between all stakeholders</p>	<p>Lesson Plans</p> <p>Counselor logs</p> <p>2018 STAAR Summary Reports</p> <p>Library reports</p> <p>Education Galaxy</p>	<p>T1A 3, 8, 9</p>

<p>SpellRead – Reading Intervention Program</p> <p>Ensure that grade levels not tested on STAAR participate in vertical planning and curriculum alignment.</p> <p>Portable electronic devices for ESL students</p> <p>Motivation Series workbooks</p> <p>Education Galaxy</p>		<p>(\$20,271)</p>					
<p>Special Program services will be provided to all eligible students by qualified personnel in a least restrictive environment.</p> <p>Additional aide for Sped Students</p> <p>Identify Special Program needs based on the STAAR data to improve education in the identified areas:</p> <ul style="list-style-type: none"> ▪ STAAR Alt ▪ STAAR A ▪ STAAR tests 	<p>Special Programs Director</p> <p>Principal</p> <p>Special Ed teachers</p>	<p>STAAR Report</p> <p>Special Ed. Teachers</p> <p>Diagnostician</p> <p>Local Budget</p> <p><u>Special Ed. Title I</u></p> <p><u>\$40,716.50</u></p> <p>1.0 FTE Teacher</p>	<p>Fall 2017 Spring 2018</p> <p>Semester</p> <p>Fall 2017</p> <p>9 weeks</p> <p>As scheduled</p> <p>Spring 2018</p> <p>Spring 2018</p>	<p>Lesson plans, scope and sequence, walk-throughs, evaluations, data meetings, Vertical team meetings</p>	<p>Teacher observation, mastery of skill, grades on daily work and/or quarterly tests, increased rigor, increased application of skill, improved scores on state assessment, increased classroom performance, improved students improvement, improved students engagement, improved collaboration between all stakeholders</p>	<p>Training session</p> <p>Attendance roster and agenda</p> <p>Campus plans</p> <p>IEP progress reports</p> <p>ARD minutes</p> <p>Behavior Management Plan</p> <p>Alternative Assessments</p> <p>2018 STAAR Summary Reports</p> <p>2018 STAAR Alt Report</p>	<p>T1A 3, 8, 9, 10</p>
<p>Ensure identification and services for 504 and dyslexia students through the following:</p> <p>Update training in 504 for faculty and staff</p>	<p>504 Coordinator</p> <p>Principal</p> <p>Assistant Principal</p>	<p>District 504 Committee</p> <p>Campus 504 Committee</p>	<p>Semester</p> <p>Semester</p> <p>9 weeks</p>	<p>Possibilities include, but not limited to: Lesson plans, scope and sequence, walk-</p>	<p>Teacher observation, mastery of skill, grades on daily work and/or quarterly tests, increased rigor, increased application of skill, improved scores on state assessment, increased classroom performance, improved students</p>	<p>SD calendar, sign-in sheets</p> <p>RTI referrals</p> <p>504 Committee log</p>	<p>T1A 3, 4, 8, 9, 10</p>

<p>Referral procedures Modifications/Accommodations Tutoring Counseling Parent conferences RTI Firefly by Kurzweil (web-based reading program) SpellRead leveled reading program</p>	<p>Counselor Dyslexia Coordinator/teacher</p>	<p>Faculty meetings/ training Grant funds</p>	<p>Weekly Monthly May 2018</p>	<p>throughs, evaluations, data meetings, Vertical team meetings, Documentation of meetings between RTI meetings, parent conferences</p>	<p>improvement, improved students engagement, improved collaboration between all stakeholders</p>	<p>Lesson Plan Progress reports 2018 STAAR Summary Reports</p>	

STRATEGIES/ IMPLEMENTATIONS	PERSONS RESPONSIBLE	RESOURCES	TIMELINES	EVIDENCE OF IMPLEMEN TATION	EVIDENCE OF IMPACT	FORMATIVE EVALUATIONS	TITLE I SCHOOL WIDE COMPON ENTS (Code by #)
<p>Improve identification, placement, and services for ESL students:</p> <ul style="list-style-type: none"> ▪ Conduct LPAC training meetings ▪ Maintain accurate records ▪ Home Language Surveys ▪ LPAC Annual Reviews ▪ LPAC Exit ▪ Updated documents ▪ Entry letters ▪ Exit letters ▪ Updated procedures ▪ LPAC Meetings ▪ Exit criteria ▪ Pass STAAR Reading (Writing, if available) ▪ Rosetta Stone ▪ Portable devices and educational apps <p>Emphasize instructional methodology that focuses on improvement of student achievement for ESL students.</p> <p>ESL Aide</p>	<p>Principal Assistant Principal Counselor ESL Coordinator</p>	<p>ESL teachers</p> <p>ESL funds Rosetta Stone Accounts</p> <p>Portable devices Staff development</p> <p>State-adopted textbooks</p> <p>English/Spanish parent communications</p> <p><u>Title I</u> \$40,716.50 1.0 FTE Teacher</p> <p><u>Title III</u> \$2,775.00</p>	<p>Semester</p> <p>Semester</p> <p>9 weeks</p> <p>Weekly</p> <p>Monthly</p> <p>May 2018</p>	<p>Lesson plans, scope and sequence, walk-throughs, evaluations, data meetings, Vertical team meetings, Documentatio n of meetings between RTI and parent conferences , increased passing rates</p>	<p>Teacher observation, mastery of skill, grades on daily work and/or quarterly tests, increased rigor, increased application of skill, improved scores on state assessment, increased classroom performance, improved students improvement, improved students engagement, improved collaboration between all stakeholders.</p> <p>Higher % of ESL exited</p>	<p>LPAC documentation</p> <p>Student schedules</p> <p>Report Card Grades</p> <p>2018 STAAR Summary Reports</p>	<p>TIA 3, 4, 8, 9, 10</p>
<p>Provide remediation for students with non-mastery on 5th Grade Reading STAAR:</p> <ul style="list-style-type: none"> ▪ In School Tutorials ▪ Summer School Tutorial (if necessary) ▪ Student Accelerated Instruction Plan 	<p>Principal Assistant Principal</p>	<p>Teachers</p> <p><u>Title I</u> \$40,716.50 1.0 FTE Teacher</p> <p>Local Budget</p>	<p>Spring 2018 Spring 2018</p> <p>Spring 2018</p> <p>Each 9 weeks</p>	<p>Meetings with Tutorial teachers, increased passing rate on assignments, benchmarks</p>	<p>Passing rate on subsequent retakes of state assessments</p>	<p>Grade Placement Committee Minutes/Parent Contact Letters</p> <p>Completion of Accelerated Instuction Plan</p>	<p>T1A 2, 3, 9</p>

<ul style="list-style-type: none">▪ iStation▪ Motivation Reading workbooks▪ Summer School teacher to prepare students for third STAAR reading assessment						Tutorial Lists	
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<p>Libraries will provide the support for all students:</p> <p>Research materials</p> <ul style="list-style-type: none"> ▪ Technology ▪ Literature ▪ Instruction ▪ Updated materials to improve the quality of media collection ▪ Accelerated Reader ▪ Book Fairs <p>The faculty and staff will use the facilities to enhance instruction.</p> <ul style="list-style-type: none"> ▪ Computer-assisted lessons ▪ Information ▪ Research projects 	<p>Principal</p> <p>Library aide</p> <p>PTO</p>	<p>Library aide</p> <p>Book-It</p> <p>Book Fairs</p> <p>PTO</p> <p>Grant funds</p> <p>Accelerated Reader</p> <p>Region X ESC *****</p> <p><u>Title I</u> <u>\$40,716.50</u> 1.0 FTE Teacher</p> <p>Local Budget</p>	<p>Semester</p> <p>Monthly</p>	<p>Increase in AR scores, increase in number of students taking AR tests, higher level books checked out of library</p>	<p>Increase in AR scores, increase in number of students taking AR tests, higher level books checked out of library, reading level of students will increase</p>	<p>Purchase orders/invoices</p> <p>Book circulation</p> <p>AR Reports</p>	<p>T1A 6, 9</p>
<p>Ensure quality G/T services:</p> <ul style="list-style-type: none"> ▪ G/T scope and sequence ▪ Accessibility to all population groups ▪ Review identification matrix through selection committee ▪ Four core areas ▪ All teachers will receive 30-hour/6-hour training ▪ G/T curriculum (differentiated learning with depth and complexity) ▪ Parent participation ▪ Field trip to Pine Cove for enrichment 	<p>Principal</p> <p>Counselor</p> <p>G/T Coordinator</p> <p>G/T Teachers</p>	<p>Teachers</p> <p>G/T Facilitator</p> <p>Region X ESC *****</p> <p><u>G/T</u> <u>Title II \$57,069</u> .50 FTE Teacher (\$20,271)</p>	<p>As scheduled</p> <p>Fall 2016</p> <p>Spring 2017</p> <p>Monthly</p> <p>Weekly</p>	<p>GT Department meetings, GT teachers certification/ Updates verification</p> <p>Number of Parent volunteers involved</p> <p>Lesson plans, walkthroughs and Observations</p>	<p>Improved student engagement, increased collaboration of stakeholders, increased parent involvement through donations and volunteering</p> <p>Increase in Level III percentages</p>	<p>Staff development calendar</p> <p>Master Schedule</p> <p>Staff meetings</p> <p>Lesson plans</p>	<p>T1A 2, 3, 4, 6, 10</p>

Canton Intermediate Campus Plan

<p>Provide transition from elementary to intermediate school:</p> <p>Second grade student tour</p> <p>Second grade parent meeting at Intermediate school</p> <p>Orientation packets Meet the Teacher Night</p> <p>Individual parent conferences, as needed</p> <p>Special Education planning between campuses</p> <p>Data reports from Elementary campus</p>	<p>Intermediate Principal</p> <p>Elementary Principal</p> <p>Assistant Principal</p> <p>Counselor</p>	<p>Second grade teachers</p> <p>Third grade teachers</p> <p><u>Title I</u> <u>\$40,716.50</u> 1.0 FTE Teacher</p> <p>Special Ed Director</p> <p>Special Ed teachers</p>	<p>Fall 2017</p> <p>April 2018</p> <p>May 2018</p>	<p>Number of parents in attendance will increase</p> <p>Positive communication between parents and students and Intermediate faculty and staff</p> <p>Proper placement of Sped students</p>	<p>Positive communication and enthusiasm for the transition, improved student engagement</p> <p>Ease of transition for Special Education students</p>	<p>School calendar</p> <p>Attendance logs</p> <p>Notification</p> <p>Orientation</p>	<p>T1A 6, 8</p>
<p>Continue to involve teachers in assessment decisions and the use of assessment data:</p> <p>Eduphoria/ Aware Software training updates</p> <p>Disaggregation and use of test data</p> <p>Training in the interpretation of test data</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Counselor</p>	<p>Teachers</p> <p>504/ Dyslexia Coordinator</p> <p>Accelerated Reader Instruction funds</p> <p><u>Title I</u> <u>\$40,716.50</u> 1.0 FTE Teacher</p>	<p>Semester</p> <p>Daily/Weekly</p> <p>9 weeks</p> <p>As needed</p> <p>9 weeks</p>	<p>Evidence will be seen through:</p> <p>Lesson plans, scope and sequence, walk-throughs, evaluations, data meetings, Vertical team meetings, Documentat ion of meetings between RTI and</p>	<p>Teacher observation, mastery of skill, grades on daily work and/or quarterly tests, increased rigor, increased application of skill, improved scores on state assessment, increased classroom performance, improved students</p>	<p>Counselor logs</p> <p>Tutorial attendance</p> <p>Report cards</p> <p>Conference records</p> <p>Data Meetings</p> <p>Team Leaders Meetings</p>	<p>T1A 3, 4, 8, 9</p>

				parent conferences , increased passing rates	improvement, improved students engagement, improved collaboration between all stakeholders		
<p>Provide timely assistance in identifying students' individual needs:</p> <ul style="list-style-type: none"> ▪ 504 identification and services ▪ Title I identification ▪ SCE identification ▪ Tutorials ▪ STAAR classes ▪ Counseling ▪ Parent/conferences ▪ Pre-referral (special education) ▪ Early intervention strategies for Dyslexia ▪ Dyslexia services ▪ RTI Intervention 	<p>Principal</p> <p>Assistant Principal</p> <p>Counselor</p> <p>Dyslexia Coordinator</p>	<p>Teachers</p> <p>504/Dyslexia Coordinator</p> <p>Accelerated Reading Instruction funds</p> <p><u>Title I</u> <u>\$40,716.50</u> 1.0 FTE Teacher</p>	<p>Semester</p> <p>Daily/Weekly</p> <p>9 weeks</p> <p>As needed</p> <p>Semester</p>	<p>Documentation of Dyslexia testing and number of students qualifying, documentation of RTI meetings and number of students tested and qualifying, tutorials</p>	<p>Improved student mastery of skill, grades on daily work and quarterly assessments of those qualifying for Sped, 504 services, and or dyslexic students</p>	<p>Counselor's log</p> <p>Tutorial attendance</p> <p>Report cards</p> <p>Conference records</p> <p>Campus schedules</p> <p>STAAR Summary Reports</p>	<p>TIA 3, 8, 9</p>
<p>Integrate technology throughout the instructional program at all grade levels and in all subject areas to improve academic performance and increase Advanced Level 3 in STAAR tested subjects:</p> <ul style="list-style-type: none"> ▪ Technology workshops ▪ Technology applications courses ▪ Internet usage ▪ Staff proficiency skills ▪ Discovery Education training ▪ Math Facts Software ▪ Accelerated Math Software ▪ Elmo and In focus System ▪ HMH Go Math Technology (web based) 	<p>Principal</p> <p>Assistant Principal</p> <p>Technology Coordinator</p>	<p>Technology Plan</p> <p>Campus Technology</p> <p>Review of STAAR Summary Reports</p> <p><u>Title I</u> <u>\$40,716.50</u> 1.0 FTE Teacher</p> <p>Local funds</p>	<p>Weekly</p> <p>Semester</p> <p>Daily</p> <p>December 2016</p> <p>Fall 2016 – Spring 2017</p>	<p>Shown through Lesson plans, scope and sequence, walk-throughs, evaluations, data meetings, Vertical team meetings</p>	<p>Teacher observation, mastery of skill, grades on daily work and/or quarterly tests, increased rigor, increased application of skill, improved scores on state assessment, increased classroom performance, improved students improvement, improved students engagement, improved collaboration between all stakeholders</p>	<p>Lesson plans</p> <p>Staff development calendar/agendas/ sign-in sheets</p> <p>Walkthroughs</p> <p>PDAS Teacher Evaluations</p> <p>Consistency of Usage</p> <p>STAAR Summary Reports</p>	<p>TIA 3, 4, 9, 10</p>

<ul style="list-style-type: none"> ▪ HMH Journeys (web based) ▪ iStation (web based) ▪ Think Through Math (web based) ▪ iPads in the classroom ▪ Educational apps for iPads ▪ Additional WIFI access points ▪ Improve audio capabilities in classrooms ▪ E-Beams in classrooms ▪ Start replacing oldest projectors with Boxlight projectors with Bulbs for Life program ▪ Additional apps for electronic devices • Portable electronic devices • Pine Cove Field Trip 		<p>Activity fund Grant funds</p> <p><u>Title II \$57,069</u> .50 FTE Teacher (\$20,271)</p>			<p>Percentage of Level III will increase</p>		
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Goal #2							
<ul style="list-style-type: none"> Student attendance will meet or exceed the 94% state standard for attendance. 							
STRATEGIES/ IMPLEMENTATIONS	PERSONS RESPONSIBLE	RESOURCES	TIMELINES	EVIDENCE OF IMPLEMENT ATION	EVIDENCE OF IMPACT	FORMATIVE EVALUATIONS	TITLE I SCHOOLW IDE COMPONE NTS (Code by #)
<p>Monitor attendance on a daily basis:</p> <ul style="list-style-type: none"> Parent notification Telephone calls Letters Computerized attendance reports Counseling Home visits Parent Portals Send SRO to homes 	<p>Principal</p> <p>Assistant Principal</p> <p>Counselor</p> <p>SRO</p>	<p>Counselor</p> <p>Attendance clerk</p> <p>Teachers</p> <p>Title I \$40,716.50 1.0 FTE Teacher</p>	<p>Daily</p> <p>Monthly August 2016– May 2017</p>	<p>Accurate attendance logs, improved communication between parents and school, home visits by SRO</p>	<p>Attendance records show fewer absences, fewer SRO home visits</p>	<p>Attendance reports</p> <p>ADA reports PEIMS</p>	<p>T1A 2</p>
<p>Incentives will be provided to students in all grades for perfect attendance.</p> <p>Student recognition at Awards Assemblies</p> <p>Classroom drawings/ prizes</p> <p>Perfect attendance certificates</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Counselor</p> <p>PTO</p>	<p>PTO</p> <p>Teachers</p> <p>Local funds</p> <p>Activity fund</p>	<p>Daily</p> <p>9 weeks</p> <p>End of year</p>	<p>More incentives/certificates will be given for perfect attendance, more prizes will be purchased for students with perfect attendance</p>	<p>More incentives /certificates will be given for perfect attendance</p>	<p>Attendance reports</p> <p>Number of prizes awarded</p> <p>Certificates issued</p>	<p>T1A 6</p>

Goal #3

- Recruit, retain, and train fully certified and highly qualified principals, teachers, and staff.

Objectives

- All teachers will meet NCLB highly qualified standards
- All teachers will be certified in assigned areas
- All Title 1 paraprofessionals will be highly qualified (NCLB Indicator 3.3)
- All teachers will participate in high quality staff development (NCLB Indicator 3.2)
- All classes in high poverty schools will be taught by highly qualified teachers(NCLB Indicator 3.1)
[Canton Intermediate is not a high-poverty school]

SUMMATIVE EVALUATION:							
STAFF DEVELOPMENT RECORDS, CERTIFICATION RECORDS, HIGHLY QUALIFIED STATE REPORTS							
STRATEGIES/ IMPLEMENTATIONS	PERSONS RESPONSIBLE	RESOURCES	TIMELINES	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE EVALUATIONS	TITLE I SCHOOLWIDE COMPONENTS (Code by #)
NCLB HIGHLY QUALIFIED TEACHER RECRUITMENT AND RETENTION PLAN							
The District will utilize alternate certification programs for teachers that are not certified/highly qualified in core areas.	Superintendent	Region X ESC	As hired	All teachers have documentation of certification	All teachers have documentation of certification	Enrollment verification	T1A 3, 4

<p>High quality staff development will be provided to facilitate the implementation of instructional strategies that focus on improving the achievement of all students, including special program students.</p> <p>Topics:</p> <ul style="list-style-type: none"> ▪ Campus planning ▪ Motivation ▪ Information sessions/conferences ▪ GT certification/updates ▪ Content specific workshops ▪ Technology training ▪ Conflict Management <p>Professional development for increasing rigor and critical thinking strategies in the classrooms</p>	<p>Superintendent Principal Assistant Principal</p>	<p>Region X ESC</p> <p>Internal and External Consultants</p> <p>*****</p> <p><u>Title I</u> <u>\$40,716.50</u> 1.0 FTE Teacher</p> <p><u>Title II</u> <u>\$57,069</u> .50 FTE Teacher (\$20,271)</p> <p><u>G/T Funds</u></p>	<p>August 2017</p> <p>Weekly</p> <p>Upon completion</p>	<p>Teachers will be using ideas and information gained at staff development</p>	<p>Based on utilizing information and ideas from Staff Development: students will show mastery of skills through improved scores, higher grades on assessments, improved student achievement</p>	<p>Staff development calendar</p> <p>Agendas, sign-in sheets</p> <p>Lesson plans</p> <p>Certificates</p>	<p>TIA 4</p>
<p>STRATEGIES/ IMPLEMENTATIONS</p>	<p>PERSONS RESPONSIBLE</p>	<p>RESOURCES</p>	<p>TIMELINES</p>	<p>EVIDENCE OF IMPLEMENTATION</p>	<p>EVIDENCE OF IMPACT</p>	<p>FORMATIVE EVALUATIONS</p>	<p>TITLE I SCHOOLWIDE COMPONENTS (Code by #)</p>

<p>High quality staff development for teachers to maintain 100% of classes taught by highly qualified teachers in core academic subject areas:</p> <ul style="list-style-type: none"> • Needs of minority students • Diverse populations • Gender and racial bias • Instructional strategies for special needs students • STAAR Objectives • Curriculum alignment • Curriculum scope and sequence • GT Certification training • Dyslexia updated training • STAAR/TEKS (any new TEKS info/training) • Training for Instructional Aides • Discipline updates 	<p>Superintendent Principal Assistant Principal</p>	<p>Workshops Consultants Region X ESC ***** <u>Title II</u> <u>\$57,069</u> .50 FTE Teacher (\$20,271) <u>Title III</u> <u>\$2,775.00</u> <u>G/T Funds</u></p>	<p>August 2017- May 2018 As scheduled Weekly</p>	<p>Teachers will be using ideas and information gained at staff development</p>	<p>Based on utilizing information and ideas from Staff Development: Students will show mastery of skills through improved scores, higher grades on assessments, improved student achievement</p>	<p>Staff development calendar Agendas/sign-in sheets Lesson plans T-TESS</p>	<p>TIA 3, 4</p>
<p>Recruit and retain 100% highly qualified staff for instruction:</p> <ul style="list-style-type: none"> ▪ Supportive work environment ▪ Post vacancies with various organizations ▪ Maintain active web site ▪ Induction/mentoring program for new teachers 	<p>Superintendent Principal</p>	<p>TX-AM-Commerce, UT Tyler job fairs Newspaper ads Region X ESC <u>Title II</u> <u>\$57,069</u> .50 FTE Teacher (\$20,271)</p>	<p>As needed Semester Semester October 2017</p>	<p>Number of qualified applicants will continue to increase</p>	<p>Number of highly qualified teachers will continue to be hired</p>	<p>Vacancy notices Newspaper publications Interview schedules Highly Qualified Report T-TESS</p>	<p>TIA 5</p>

Provide assistance with ESL certification fees to increase the number of fully certified and highly qualified ESL teachers.	Superintendent Principal	<u>Title III</u> <u>\$2,775.00</u>	August 2017 – May 2018	Number of teachers with ESL certification	Number of teachers with ESL certification	Certification Records	T1A 3, 5
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Goal #4

- All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Objectives

- PEIMS Disciplinary actions will decrease by 5%
- Tobacco, Alcohol, and Drug (TAOD) offenses will remain at 0
- Incidents of violence will be maintained at 0
- Maintain energy education plan

SUMMATIVE EVALUATION:							
PEIMS DISCIPLINE REPORT, Region 10 Security Audit Report							
STRATEGIES/ IMPLEMENTATIONS	PERSONS RESPONSIBLE	RESOURCES	TIMELINES	EVIDENCE OF IMPLEMEN TATION	EVIDENCE OF IMPACT	FORMATIVE EVALUATIONS	TITLE I SCHOOLWIDE COMPONENTS (Code by #)

Canton Intermediate Campus Plan

<p>Continue the district and campus Emergency Plans (Crisis Management Plan)</p> <ul style="list-style-type: none"> ▪ Emergency Drills ▪ Staff Training ▪ Emergency Preparedness Reviews – Canton FD ▪ Increase security in offices ▪ SRO ▪ Security Cameras 	<p>Principal Assistant Principal</p> <p>Campus Team Leaders</p> <p>Administration</p>	<p>Faculty and staff Safety Checklist Decision-Making Committee Canton Police Dept. Nurse Front office personnel</p>	<p>September 2017 As required</p> <p>Semester</p>	<p>Campus Walk – throughs</p> <p>Canton FD reviews</p>	<p>Campus Walk- throughs</p> <p>Canton FD review show in compliance in all areas</p>	<p>Revision meetings</p> <p># Crisis drills and debriefings</p> <p>Region 10 Security Audit Report Sign-in logs</p>	<p>T1A 10</p>
<p>Alternative assignments will serve students who are assigned due to disciplinary infractions</p> <ul style="list-style-type: none"> • OCS • ISS • AEP • Assertive discipline plan • TXEIS reporting system 	<p>Principal Assistant Principal</p>	<p>Local funds</p> <p>Special Ed. funds</p> <p><u>SCE</u> <u>\$159,640.81</u> 2.0 Teachers 4.0 Aides</p>	<p>November 2017</p>	<p>Peims data</p>	<p>Peims data, Fewer referrals</p>	<p>AEP Accountability Report</p>	<p>T1A 10</p>
<p>Monitor the district energy plan</p> <ul style="list-style-type: none"> • Staff Awareness • Maintain thermostat at recommended settings • After hour shutdowns 	<p>Principal</p> <p>Teachers</p> <p>Custodians</p>	<p>Energy Manager</p>	<p>Weekly</p>	<p>Reports from Admin</p>	<p>Reports from Admin</p>	<p>Daily Walkthroughs</p>	<p>T1A 10</p>

STRATEGIES/ IMPLEMENTATIONS	PERSONS RESPONSIBLE	RESOURCES	TIMELINES	EVIDENCE OF IMPLEMEN TATION	EVIDENCE OF IMPACT	FORMATIVE EVALUATIONS	TITLE I SCHOOLWIDE COMPONENTS (Code by #)
<p>Provide and implement a Comprehensive Guidance Plan aligned with the State plan:</p> <p>Character education</p> <ul style="list-style-type: none"> ▪ Decision making ▪ Self-esteem ▪ Private and group counseling ▪ Testing ▪ Promote personal hygiene ▪ Suicide/Violence prevention ▪ Conflict Resolution ▪ Special Program Identification and Placement ▪ Eagle Vision program ▪ Counselor 's Character Program (new trait each 9 weeks) 	<p>Principal</p> <p>Counselor</p>	<p>Teachers</p> <p>Local funds</p> <p>Staff development</p> <p><u>SCE</u> <u>\$159,640.81</u> 2.0 Teachers 4.0 Aides .15 Counselor</p>	<p>Semester</p> <p>Daily/weekly</p>	<p>Calendar of events</p> <p>Number of counseling referrals</p>	<p>Improved student engagement</p>	<p>Lesson Plans</p> <p>Counselor logs</p>	<p>T1A 4, 10</p>
<p>Provide Drug Education program:</p> <ul style="list-style-type: none"> ▪ Red Ribbon Week ▪ Together Against Drugs (program for 5th graders provided by local law enforcement officers) 	<p>Principal</p> <p>Counselor</p>	<p>Counselor</p> <p>PTO Funds</p> <p>Health Teachers</p> <p>Canton Police Department</p> <p>VZ County Sheriff's Office</p>	<p>Weekly</p> <p>Monthly</p> <p>August 2016</p> <p>As scheduled</p>	<p>Calendar of events</p>	<p>Improved student engagement;</p> <p>Increased understanding of drug related issues</p>	<p>Lesson plans</p> <p>Newspaper articles</p> <p>School calendar</p> <p>Calendar of events</p>	<p>T1A 4, 10</p>

Stress and reward positive student behavior: <ul style="list-style-type: none"> ▪ End-of-Year Awards Program ▪ Newspaper Articles/Pictures ▪ Citizenship Awards ▪ Student of the Week ▪ Toils for Treasures ▪ Principal’s Awards ▪ Attendance Drawing ▪ Jump Past Trouble ▪ Positive Office Referrals 	Principal Assistant Principal Counselor	Faculty and staff Activity Funds	Weekly Nine weeks	Newspaper articles/pictures, calendar of events, more student participation in Toils for Treasures Number of Positive Office Referrals	Newspaper articles/pictures, calendar of events, more student participation in Toils for Treasures Number of Positive Office Referrals	Rewards given Discipline referrals (PEIMS 425)	T1A 4, 10
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Goal #5

- Increase parent and community involvement

Objectives

- Increase the number of parent and community participants by 10% in each of the following: PTO, Meet the Teacher Night, Second Grade New Parent Meeting, Grandparents Breakfast, Fall and Spring Music and Art Programs, Field Day

SUMMATIVE EVALUATION							
MEMBERSHIP AND ATTENDANCE ROSTERS							
STRATEGIES/IMPLEMENTATIONS	PERSONS RESPONSIBLE	RESOURCES	TIMELINES	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	FORMATIVE EVALUATIONS	TITLE I SCHOOLWIDE COMPONENTS (Code by #)
Provide opportunities to increase parental involvement: <ul style="list-style-type: none"> ▪ Staff development ▪ PTO ▪ SBDM members ▪ Parent conferences ▪ Meet the Teacher Night ▪ Second Grade New Parent Meeting ▪ Guest speakers ▪ Grandparents Breakfast 	Principal Assistant Principal Cafeteria Manager Specials teachers	PTO <u>Title I</u> <u>\$40,716.50</u> 1.0 FTE Teacher Specials Teachers Counselor	As scheduled Monthly 9 weeks As scheduled	Documentation of communication by email or phone calls, PTO enrollment, Sign in sheets for all activities will be higher	Improved attendance at all activities, increased PTO membership	Parent sign-in sheets Parent participation	T1A 6

<ul style="list-style-type: none"> ▪ Awards Assemblies ▪ Music programs/ Christmas Dance ▪ Valentine Dance – Dads & Daughters ▪ Movie Time with Moms & Sons ▪ Fall Veterans Music and Art program Program ▪ Field Day <p>Inform parents of school activities and news in timely manner by replacing electronic sign in front of school</p>		Technology Director	Daily	Parent participation for assemblies, classroom activities, programs, etc.	Greater fundraiser amounts, more volunteers, fewer parents not showing up for activities, fewer parent phone calls for clarification, etc. phone	Parent sign in sheets for classroom activities, assemblies PTO enrollment increases Book Fairs profits	
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<p>Promote business/community involvement through the following:</p> <ul style="list-style-type: none"> ▪ District and campus committee membership ▪ Volunteers at school events ▪ District/Campus Web site ▪ Guest speakers ▪ GT/ Eagle Vision community projects ▪ Leadership Academy 	Principal	PTO Teachers Decision-Making Committees Counselor	Monthly Monthly As scheduled	Documentation of communication by email or phone calls, PTO enrollment, Sign in sheets for all activities will be higher	Improved attendance at all activities, increased PTO membership Sign in sheets for all activities will be higher Improved collaboration of all stakeholders	Business/community participation records Newsletter publications	T1A 6
<p>Conduct parent meetings for all federal Title programs. Bullet agenda items to be discussed at these meetings:</p> <ul style="list-style-type: none"> ▪ Program requirements ▪ Parental rights ▪ Input in parental involvement activities 	Principal Federal Programs Director	Counselor Decision-Making Committee Teachers	May 2017 May 2017 May 2017	Sign in sheets for all activities will be higher	Sign in sheets for all activities will be higher Improved collaboration of all stakeholders	Parent sign-in sheets Board Agenda Newspaper publications	T1A 6

All students and parents will participate in a school/parent compact.	Principal	Teachers	September 2016	Signed compact between school and parents	Improved collaboration of all stakeholders	School Compacts for every student	T1A 6
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Goal #6

- Continue school leadership program through Eagle Vision

Objectives

- To develop students to lead with excellence and integrity while building community responsibility and act in a positive and socially responsible manner.

STRATEGIES/ IMPLEMENTATIONS	PERSONS RESPONSIBLE	RESOURCES	TIMELINES	EVIDENCE OF IMPLEMEN TATION	EVIDENCE OF IMPACT	FORMATIVE EVALUATIONS	TITLE I SCHOOLWIDE COMPONENTS (Code by #)
Provide resources, training and information for student leaders regarding leadership development: Leadership Academy Student Participation in leadership program Student participation in Meet the Teacher Night Morning Announcements Eagle Vision program Student participation in New Student Program Awards Assembly student participation	Principal Assistant Principal Counselor	<u>Title I</u> <u>\$40,716.50</u> 1.0 FTE Teacher Teachers Counselors Assemblies	Weekly 2017-2018 School Year 9 week intervals	Number of participants in Leadership Academy	Increased number of participants in Leadership Academy	Leadership Quotes Training Sessions	TIA 1