

*Poth Elementary
Campus Improvement Plan
2017 - 2018*



District and Campus Profile

Poth ISD is a public school based in Poth, Texas that serves students in south central Wilson County. Poth ISD enrolls approximately 800 students in grades PK – 12.

Poth Elementary is a PK – 5 Elementary school serving approximately 400 students in grades PK – 5 within Poth ISD. Poth Elementary is also a Title I School-wide Campus which utilizes Title I funding to provide additional support for all students in reading with a focus on early childhood education.

Poth Elementary School
Campus Improvement Committee

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| Tracie Scheffler | Teacher |
| Leaette Harris | Teacher |
| Lorelei Rodgers | Teacher |
| Laurette Yanta | Teacher |
| Melissa Felux | Teacher |
| Virgina Dugan | Paraprofessional |
| Suzie Martinez | Counselor |
| Dawn Johnson | Parent Representative |
| Julie Eckel | Community Representative |
| Karla Brysch | District Representative |
| Laura Kroll | Principal |

Improving America's Schools Act

Purpose: *To enable schools to provide opportunities for ALL children served to acquire the knowledge and skills contained in the State content Standards (Texas Essential Knowledge and Skills-TEKS) and performance standards (State of Texas Assessment of Academic Readiness).*

Poth ISD utilizes Title I, Part A funding to provide a school wide program at the Elementary School. The school wide plan incorporates the ten (10) essential components of a school wide program:

- 1. A comprehensive needs assessment of the entire school that is based on information which includes the achievement of students in relation to the State academic content standards (TEKS) and the State student academic achievement standards (STAAR),*
- 2. School wide reform strategies,*
- 3. Instruction by highly qualified professional staff,*
- 4. High quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, public services personnel, parents and other staff,*
- 5. Strategies to increase parental involvement,*
- 6. Strategies to attract high quality highly qualified teachers to high need schools,*
- 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start to local elementary school programs,*
- 8. Involvement of teachers in the decisions regarding the use of assessments,*
- 9. Strategies that provide effective and timely additional assistance for students who experience difficulty mastering any of the State's content and performance standards,*
- 10. Coordination and integration of Federal, State and local services and programs, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education and job training.*

Poth Elementary Needs Assessment

Title I, Part A (Component 1)

The Comprehensive Needs Assessment is compiled by staff with information from the following:

- School Report Cards
- Past Campus Improvement Plans
- Locally developed assessments and measures
- At-Risk student data
- Community communication/involvement
- State Assessment Data
- Technology STAR Report Data
- STAAR, STAAR Spanish, STAAR Modified, and/or STAAR L results
- Dibels Data / TPRI Data / STAR Reading and Math Results
- R.I.S.E. (Reinforce, Intervene, Supplement, Enrich) (RtI) information
- Parent Involvement Data
- Special Education, 504, Dyslexia data
- TTESS data and information
- Campus Committee discussions
- SSI (Student Success Initiative) results
- TELPAS (Texas English Language Proficiency Assessment System) results
- Attendance data

Component 1:

Poth Elementary Comprehensive Needs Assessment

| Area Reviewed | Summary of Strengths What were the identified strengths? | Summary of Needs What were the identified needs? | Priorities What are the priorities for the campus, including how federal and state program funds will be used? |
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| Demographics | <ul style="list-style-type: none"> • Further curriculum based assessments used to address gaps between special populations. • All of our ELAR teachers are ELL certified in an effort to meet the needs of our growing ELL population. • We are identifying At-Risk students in grades K-5 with curriculum based assessment and monitoring those students through participation in RISE. | <ul style="list-style-type: none"> • Target early intervention strategies in an effort to decrease the number of students receiving Special Education or reading intervention. • Explore ways to increase the staff/student ethnicity ratio to create a more culturally diverse campus. • Utilize small group instruction during RISE to address gaps between special populations across campus. • Find ways to use additional support staff to pull small groups during RISE. | Title I, Part A <ul style="list-style-type: none"> • Streamline Reading R.I.S.E. in all grade levels State/Local Funds: |
| Student Achievement | <ul style="list-style-type: none"> • We are currently using the STAR/TPRI testing to determine and target | <ul style="list-style-type: none"> • Increase in ways to support struggling learners in the | Title I, Part A <ul style="list-style-type: none"> • RISE (Reinforce, Intervene, Supplement, Enrich) Reading |

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| | <p>the needs of the students and thus increase student achievement.</p> <ul style="list-style-type: none"> • Use of and discussion about fidelity of use of programs and consistency across grade levels. • Attendance Rates • Improvements in math and science scores over time. • Strengths seen in sub-populations across grade levels on STAAR. | <p>classroom while differentiating with higher achieving students.</p> <ul style="list-style-type: none"> • Increase knowledge of writing expectations to increase consistency in scores on STAAR. Increase in writing across the curriculum. • Use progress monitoring data from programs to facilitate staff discussion and drive instructional decisions. | <p>State/Local</p> <ul style="list-style-type: none"> • Data discussions regarding all levels of students on unit and daily work to assess progress for all. • Supplemental Instructional Staff in Early Childhood Classrooms |
| <p>School Culture and Climate</p> | <ul style="list-style-type: none"> • We provide a safe school with high expectations for all students. • We have implemented other positive behavior supports to increase positive behavior and academic success. • Proud Pirate Pass Initiative • High School Aides assist in office and classroom. | <ul style="list-style-type: none"> • Look for ways to help teachers cope with the demanding responsibilities placed upon them. • Continue to utilize funding to support Math and Science Campus during summer break to engage staff and students in content. • Continue to find ways to educate our High School Aides on assisting in the classrooms. | <p>State/Local</p> <ul style="list-style-type: none"> • Focus on Staff Morale • Department meetings on Early Release days • ½ Day Department / Content Meetings • High School Aide Program <p>Title I Part A</p> <ul style="list-style-type: none"> • Math and Science Summer Camps |

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| Staff Quality and Professional Development | <ul style="list-style-type: none"> • Most of our teachers have multiple certifications in addition to specific specializations. • Teacher retention and attendance rates are high. • People who work here have a vested interest in the school as most of them live in the community. • Because of abundance of HQ teachers that apply, local, recruitment efforts suffice toward finding qualified candidates. | <ul style="list-style-type: none"> • Look for opportunities to provide training in: score content sheltered instruction, TEKS alignment for math, ELAR and Science teachers, continued ELL training, and special education. • Provide quality staff development for PK teacher and aide in the effort of providing support to our PK students. | State/Local <ul style="list-style-type: none"> • Content Specific Staff Development Opportunities Title III <ul style="list-style-type: none"> • ELL Prekindergarten Grant Program <ul style="list-style-type: none"> • Training for teacher and aide Title II <ul style="list-style-type: none"> • Provide professional development in core content areas identified by need through data disaggregation |
| Curriculum, Instruction, Assessment | <ul style="list-style-type: none"> • Vertical Alignment discussions • TEKS are noted in lesson plans weekly. • Math consistency is increasing over time throughout grade levels. | <ul style="list-style-type: none"> • Continue to increase scores of our master's grade level and increase numbers meeting masters grade level on STAAR. • Fidelity of programs across campus implemented in classrooms. • Support for Writing across the curriculum. | Local Funds <ul style="list-style-type: none"> • Continue utilizing STAR/TPRI testing to monitor progress and student achievement over the entire school year. • Reading and Math Programs |
| Family and Community Involvement | <ul style="list-style-type: none"> • We have a supportive PTO. | <ul style="list-style-type: none"> • Propose ways to improve parental | Title I, Part A <ul style="list-style-type: none"> • Continue Family Curriculum Night Prekindergarten Grant Program |

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| | <ul style="list-style-type: none"> • The Education Foundation provides grants to teachers for classroom projects. • The local food pantry and other organizations assist with student needs. • We have a very active volunteer program (VIP's). | <p>support for our lower achieving students.</p> <ul style="list-style-type: none"> • Determine ways to utilize current staff and/or add staff to counsel and provide home visits to assist with parenting skills. | <ul style="list-style-type: none"> • Implement PK Lunch and Learn for families each six weeks |
| School Context and Organization | <ul style="list-style-type: none"> • We provide opportunities, via many programs, for all students to be successful in the classroom: RISE, GT, LEP, 504, and Dyslexia. | <ul style="list-style-type: none"> • Focus on communication between various groups within the school such as special education, RISE, GT, etc. • Provide more support to teachers when it comes to student discipline issues. • Request additional personnel to support programs and campus needs. | <p>Local Funds</p> <ul style="list-style-type: none"> • RISE (Reinforce, Intervene, Supplement, Enrich) Math • High School Aide Program <p>Title I, Part A</p> <ul style="list-style-type: none"> • RISE (Reinforce, Intervene, Supplement, Enrich) Reading |
| Technology | <ul style="list-style-type: none"> • We currently have technology available to teachers. (Interactive projectors, Chromebooks, laptops, Smartboards, computers) | <ul style="list-style-type: none"> • Provide teachers more time to learn to use the technology we have and to learn ways to integrate the technology into the classroom. | <p>Local Funds</p> <ul style="list-style-type: none"> • Technology monies budgeted to enhance amount of technology on campus. |

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| | <ul style="list-style-type: none">• We have several teachers who are using the technology effectively.• Online digital Math/Science/Social Studies Content content | | |
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POTH INDEPENDENT SCHOOL
MISSION STATEMENT AND VISION STATEMENT

Mission Statement

The Mission of Poth Independent School District is to unite home, school, and community in the learning process and develop citizens who are better prepared for the future.

Vision Statement

Poth ISD, an exemplary district, where a dynamic staff challenges all students to greatness.

Poth Elementary Goals

2017-2018

Academic Performance

Poth Elementary will strive for academic excellence by developing higher level and independent thinking skills in order to prepare all students to become productive citizens with Career and College Readiness skills.

a. Emphasis will be placed on initiating strategies aimed at closing the achievement gap for at-risk, limited English proficient, special education and economically disadvantaged students with our R.I.S.E. (Reinforce, Implement, Support, Enrich) program.

b. Poth Elementary will utilize data from STAR/TPRI and CIRCLE testing (BOY, MOY, and EOY) regarding student progress to plan, implement, and support curriculum, student needs and interventions.

Teachers and Staff

Poth Elementary will attract and retain the highest quality teachers and staff and support their efforts with quality professional development.

a. Administrator will monitor and support teacher performance through various data collection tools, including multiple in-class observations, assessment results, and professional development activities through TTESS goals setting and tools.

Technology

Poth Elementary will invest in evolving technology and maintaining existing infrastructure in order to promote meaningful student/technology engagement in the teaching and learning process.

Facilities

Poth Elementary administration will work with Poth ISD to provide safe and secure facilities that are supportive of a quality instructional program and represent the importance of public education within the community.

Parental/Community Involvement

Poth Elementary will actively engage parents and the district partnerships in the education process of our students by providing opportunities for parents and community members to become active campus volunteers.

POTH INDEPENDENT SCHOOL DISTRICT

SITE- BASED DECISION MAKING

To: Implement a system of site-based decision making which fosters collaboration between students, teachers, parents and community where good decisions are based on individual campus needs.

In A Way That:

- develops a high trust level among participants through appropriate training
- utilizes “bottom up” decisions
- establishes open lines of communication
- provides for individual campus needs
- promotes school ownership by students, parents, teachers, administration, school board and community

So That: There will be improved school attendance and an increase in students’ performance on achievement/state assessments, and students will become motivated and successful citizens.

Campus Performance Objective: In the 2017-18 school year, all populations will increase scores on STAAR.

Summative Evaluation: *Campus level data meetings (Information in red may be adjusted to meet needs specified in grant.)*

| Strategy Description | TITLE I Component | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
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| | | | | Dec | Feb | Apr | June |
| | 2 | Homeroom Teachers Content Teachers Principals | Progress on WINTER and SPRING STAR Testing. Pre and Post evaluation on summer camp. | | | | |
| Funding Sources: <i>Title I \$4,000 (Tutoring) Title I \$1,000 (Summer Camp) Title I - \$200.00</i> | | | | | | | |
| | 2, 4 | ELAR Teachers RISE Reading Teachers Library Staff Principals | Progress on WINTER and SPRING STAR Testing. Increase in STAR testing achievement for individual students. | | | | |
| Funding Sources: State/Local | | | | | | | |
| | 2, 4 | Math Teachers Principals | Progress met on WINTER and SPRING STAR Testing. Increase in grade levels attaining national norm or higher. | | | | |
| Funding Sources: State/Local | | | | | | | |
| | 9 | Homeroom Teachers Principals | Improved Attendance Rates | | | | |
| Funding Sources: State/Local/Fundraiser | | | | | | | |
| | 9 | Teachers Principals Reading Interventionist | Progress met on WINTER and SPRING STAR / TPRI Testing. Benchmark Assessment Data Dibels Fluency Study Island performances before and after assignments | | | | |

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| Balanced Literacy and Writing Academy) | | | | | | | |
| | Funding Sources: State/Local | | | | | | |
| | 9 | Teachers Principals Reading Interventionists | Students will show progress between fluency on DIBLES and different noted areas on the STAR Math and Reading Assessments. STAAR scores met progress Istation progress and TIER advancement TPRI BOY, MOY, EOY Study Island Performance | | | | |
| | Funding Sources: State/Local / <i>Reading Interventionist : Title I Funds - \$36,966.00 Title II Funds - \$9,714.00 Title IV - \$10,000.00</i> | | | | | | |
| | 9, 2 | Reading Intervention Teacher Principals | Increase in student achievement data (STAAR, STAR, ISTATION) | | | | |
| | Funding Sources: State/Local | | | | | | |
| | 9, 4 | ELAR Teachers All Teachers Principals | Progress met on WINTER and SPRING STAR Testing. Increased student achievement (STAAR, STAR, ISTATION) | | | | |
| | Funding Sources: State/Local / Title III SSA | | | | | | |
| | 3 | Principals | Retain New Hires Monitor outcome of individual Meetings BOY, MOY, EOY TTESS Goal Setting Progress Meetings | | | | |
| | Funding Sources: State/Local | | | | | | |
| | 2 | Principals Instructional Facilitator Classroom Teachers Interventionist | Progress met on WINTER and SPRING STAR Testing. Increase in grade levels attaining national norm or higher on STAR. STAAR progress | | | | |

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| <p>Kim Sutton resources, Texas Go Math!, Symbaloo, Interactive Projectors, Kamico, Writing Academy, Daily Oral Language, Department Meetings, Istation, Mentoring Minds Motivation books,)</p> | | | <p>Increased collaboration between teachers at various grade levels to share ideas. Increased student achievement (Istation, STAR, Study Island)</p> | | | | |
| <p>Funding Sources: State/Local</p> | | | | | | | |
| | <p>8</p> | <p>Teachers Principals</p> | <p>Implementation of Scope and Sequences developed by each teacher. Benchmark Data Assessment Data STAAR Data</p> | | | | |
| <p>Funding Sources: State/Local</p> | | | | | | | |
| | <p>9</p> | <p>Special Education Teacher Special Education Aides Classroom Teachers Principals</p> | <p>Student mastery of goals set forth in IEP by ARDC. Progress met on WINTER and SPRING STAR Testing. Increase in grade levels attaining national norm or higher. STAAR progress Increased student achievement (Istation, STAR, Study Island, Blast Foundational Reading Program)</p> | | | | |
| <p>Funding Sources: State/Local/IDEA B</p> | | | | | | | |
| | <p>2</p> | <p>Classroom Teachers Principals Reading Interventionists Instructional Facilitator</p> | <p>Data analysis Individual Meetings Growth reflections Goal Setting RISE Meetings Department Meetings – ½ days</p> | | | | |
| <p>Funding Sources: State/Local</p> | | | | | | | |
| | <p>3, 9</p> | <p>Classroom Teachers Principals</p> | <p>Walkthroughs 1 x per teacher per six weeks Goals / TTES – Texas Teacher Evaluation System WIN Method Coaching – BOY, MOY, EOY</p> | | | | |

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| | | Instructional Facilitator | | | | | |
| | Funding Sources: State/Local | | | | | | |
| | 9 | Librarian Instructional Facilitator Principal | Use Planning and scheduling events | | | | |
| | Funding Sources: State/Local | | | | | | |
| | 4, 5 | Principals | Sign-in sheets Certifications on file Evaluations of staff development | | | | |
| | Funding Sources: State/Local/ <i>Title II - \$100.00</i> | | | | | | |
| | 9 | Principals Special Ed Teacher Classroom Teachers Instructional Facilitator | IEP Report Cards STAAR Accelerated Instruction Plans in IEP 3 and 6 week Progress and Report Cards Blast Foundation Reading Program progress | | | | |
| | Funding Sources: State/Local | | | | | | |
| | 9 | Teachers Reading Interventionist Principal | Increased STAAR Results | | | | |
| | Funding Sources: State/Local | | | | | | |
| | 8 | Teachers Interventionist Principal | Increased STAAR Results | | | | |
| | Funding Sources: State/Local | | | | | | |
| | | Teachers Principal | Progress all data sources | | | | |
| | Funding Sources: Migrant (if needed) / Homeless (Title 1 – 100.00) | | | | | | |
| | | Teachers | Evidence in walkthroughs and observations | | | | |

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| 22) Implement goals set forth in Poth ISD Strategic Plan | Principal | | | | | |
| | Funding Sources: State and Local | | | | | |
| 23) Implement goals and strategies set forth in Texas Teacher Evaluation Support System | Teachers Principal | 1 walkthroughs per six weeks Observation(s) during the year Continued meetings each semester on goals | | | | |

Campus Performance Objective: In the 2017-2018 school year, the At-Risk student group will increase scores on STAAR in the areas of Math, Reading, Writing, and Science.

Summative Evaluation: Campus level data meetings

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|----------------------|------------------------------|---|--|-------------------|-----|-----|------|
| | | | | Dec | Feb | Apr | June |
| | 2, 9 | Homeroom Teachers Content Teachers Principals ESL Certified Teachers Reading and Math Interventionists | Benchmark results in grades 3 – 5 Progress Monitoring (Dibels Reading/TPRI), ISTATON, STAR scores Winter – Spring Progress Reports and Report Cards R.I.S.E. Student Team meeting each 6 weeks to discuss student progress. | | | | |
| | Funding Sources: State/Local | | | | | | |
| | 2, 8 | Homeroom Teachers Content Teachers Principals ESL Certified Teachers Reading Interventionists | Progress on WINTER and SPRING STAR Testing. Increase in STAR testing achievement for individual students. | | | | |
| | Funding Sources: State/Local | | | | | | |
| | 2 | Homeroom Teachers Content Teachers Principals ESL Certified Teachers | Progress met on WINTER and SPRING STAR Testing. Increase in grade levels attaining national norm or higher. | | | | |

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| instruction, small group, Counselor, I-station, Progress Monitoring, Motivational incentives, Blast Foundations Reading Program) | | Reading and Math Interventionists | | | | | |
| | Funding Sources: State/Local / SCE | | | | | | |
| | 2 | PK Teacher Principal Instructional Facilitator PK Aide | Progress met on CIRCLE assessment EOY. | | | | |
| Funding Sources: State/Local | | | | | | | |

CAMPUS PERFORMANCE OBJECTIVE: Parental Involvement and communication will be promoted to ensure a positive learning environment for all students.

Summative Evaluation: End of Year Surveys

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|------------------------------|---------|---|---|-------------------|-----|-----|------|
| | | | | Dec | Feb | Apr | June |
| | 6 | Homeroom Teachers Principal Instructional Facilitator | Signature pages from folders. Facebook weekly view data Feedback from Parent Survey | | | | |
| Funding Sources: State/Local | | | | | | | |
| | 6, 10 | Classroom Teachers Principal Instructional Facilitator Support Staff | Sign-in sheets End of year Parent Survey | | | | |

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| Teacher Nights, PK Lunch and Learn) | Funding Sources: State/Local | | | | | |
| | 6, 9 | Homeroom Teachers Content Teachers Principals ESL Certified Teachers Reading Interventionists | Sign-in sheets Documentation of conferences Increase in student academic and behavior achievement End of year Parent Survey | | | |
| | Funding Sources: State/Local | | | | | |
| | 6, 10 | Home Room Teachers Principal Instructional Facilitator Support Staff | Increased parent and community involvement in student needs and success. Increased awareness of campus needs End of year Parent Survey | | | |
| | Funding Sources: State/Local / Fundraiser | | | | | |
| 5) Provide a Volunteer program for Poth Elementary to increase community involvement. | 6 | Principal Instructional Facilitator | End of Year Parent Survey End of Year VIP Survey Campus Climate Survey Volunteer Sign-in sheet | | | |
| | 7 | PK Teacher Kinder Teachers Reading Interventionist Principal Instructional Facilitator | Increased success of students on their Kinder TPRI scores and meeting standard coming from PK. | | | |
| | Funding Sources: State/Local | | | | | |

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| 7) Provide opportunity for students in 5 th grade to tour and prepare for transition to 6 th grade and Junior High by meeting with teachers and counselor. | 7 | Teachers Principal Counselor | Increase in student awareness and support in transition from Elementary to Junior High. | | | | |
| | Funding Sources: State/Local | | | | | | |
| | | Teachers Principal Instructional Facilitator | Increase in positive communication with parents. | | | | |
| | Funding Sources: State/Local | | | | | | |

CAMPUS PERFORMANCE OBJECTIVE: In 2017-2018, student attendance will be 98% or higher.

Summative Evaluation: End of Year Average Daily Attendance Percentage

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|----------------------|------------------------------|---|--|-------------------|-----|-----|------|
| | | | | Dec | Feb | Apr | June |
| | | Principal Instructional Facilitator Classroom Teachers | Attendance rates Perfect Attendance per class per six weeks | | | | |
| | Funding Sources: State/Local | | | | | | |
| | 9 | Principal Classroom Teachers | Attendance Rates Excessive Absence Report PEIMS (contact @ 5, 9, 10, and more absences) | | | | |
| | Funding Sources: State/Local | | | | | | |

CAMPUS PERFORMANCE OBJECTIVE: Continue to provide students and staff with an environment that is safe and drug free.

Summative Evaluation: PEIMS Data and End of Year Surveys

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
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| | | | | Dec | Feb | Apr | June |
| | | Principal | Safer Campus Increase in Bullying Reporting | | | | |
| Funding Sources: State/Local | | | | | | | |
| | | Receptionists Principals | Reports on visitor trends Daily Visitor logs | | | | |
| Funding Sources: State/Local | | | | | | | |
| | | Principal Counselors | Incident Reports PEIMS | | | | |
| Funding Sources: State/Local | | | | | | | |
| | | Counselors | Activities documented | | | | |
| Funding Sources: State/Local | | | | | | | |
| | | Counselors Classroom Teachers Principal Instructional Facilitator | Site Base End of Year Meetings Parent Surveys | | | | |

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| | Funding Sources: State/Local | | | | | | |
| | | Principal | Debriefing with admin team after drills. Communicate with staff. | | | | |
| | Funding Sources: State/Local | | | | | | |
| | 10 | Counselor Principal | Reduced number of referrals. Reduced number of incidents involving bullying. | | | | |
| | Funding Sources: State/Local | | | | | | |
| | 10 | Counselor | Monitored homeless identification. Increase in success of Homeless students across all areas. | | | | |
| | Funding Sources: State/Local | | | | | | |

Campus Performance Objective: Improve student fitness and wellness by increasing Fitness Gram by 10%.

Summative Evaluation: *Fitness gram data*

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
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| | | | | Dec | Feb | Apr | June |
| | | PE Teachers Principal | Progress of Mile Clubs | | | | |
| Funding Sources: State/Local | | | | | | | |
| | 10 | Nurse PE Teachers | Fitness gram data Sign-in sheets | | | | |
| Funding Sources: State/Local | | | | | | | |
| | | PE Teachers Principal | Schedule and attendance | | | | |
| Funding Sources: State/Local | | | | | | | |