

**Lockhart Independent School District
Plum Creek Elementary School**



2014-2015 Campus Improvement Plan

Campus Improvement Committee

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Mission Statement

Plum Creek Elementary School empowers students to excel by providing an environment that is safe, supportive, nurturing, and engaging while maintaining rigorous academic standards. Our goal is to inspire and educate students to improve our world by respecting themselves, others and natural resources. At Plum Creek Elementary School “Student Success is not a Goal, It is an Expectation.” The teachers and staff are committed to developing students who are critical thinkers, lifelong learners, and productive citizens.

Vision

The vision of Plum Creek Elementary School is for all students to gain the necessary foundational knowledge and skills needed to navigate their own journey towards a successful life. Through collaboration with parents, the community, and district secondary schools, we will leverage available resources to offer our students an opportunity to flourish in various academic areas.

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Comprehensive Needs Assessment

Demographics

Demographic Summary

Plum Creek Elementary was the third elementary school in the Lockhart Independent School District built in 1986. It serves students from the Lockhart, Mustang Ridge, Lynton Springs, and Dale communities.

Plum Creek Elementary School serves 547 students in grades 1-5.

- 71.3% of our students are Hispanic
- 21.8% of our students are White
- 4.4% of our students are African-American
- 81% of our students are Economically Disadvantaged
- 27% of our students are English Language Learners

Demographic Strengths

At Plum Creek, we believe that diversity strengthens our learning community.

Demographic Needs

The faculty and staff at Plum Creek Elementary School does not mirror the ethnic representations of our student population; Under-representation of African-American students identified as gifted and talented

Student Achievement

Student Achievement Summary

In the tables below, Plum Creek Elementary School's State of Texas Assessment for Academic Readiness (STAAR) results for grades 3, 4, and 5 for the 2011-2012, 2012-2013, and 2013-2014 school year are detailed.

Grade 3			Change	Level III
Reading	2012	70%		
	2013	89%	19	
	2014	73%	-16	14%
			3	
Math	2012	71%		
	2013	50%	-21	
	2014	60%	10	8%
			-11	

Grade 4				
Reading	2012	78%		
	2013	64%	-14	
	2014	62%	-2	9%
			-16	
Math	2012	78%		
	2013	66%	-12	
	2014	60%	-6	7%
			-18	
Writing	2012	75%		
	2013	63%	-12	
	2014	66%	3	6%
			-9	

5th Grade				
Reading	2012	72%		
	2013	76%	4	
	2014	86%	10	12%
			14	
Math	2012	87%		
	2013	78%	-9	
	2014	91%	13	16%
			4	
Science	2012	66%		
	2013	64%	-2	
	2014	71%	7	5%
			5	

All Grades				
Level III			State	
Reading	2012	10%	15%	
	2013	13%	17%	
Math	2012	10%	14%	
	2013	10%	15%	
Writing	2012	4%	6%	
	2013	3%	4%	
Science	2012	7%	9%	
	2013	0%	10%	

Note. From Texas Education Agency. (2014). Performance reporting division. Retrieved from <http://www.tea.state.tx.us/perfreport/>

Student Achievement Strengths

- Plum Creek has a TEA Accountability Rating of Met Standard
- According to the 2014 TEA Accountability Summary, Plum Creek Elementary met standards on Student Achievement, Student Progress, Closing Performance Gaps, and Post-Secondary Readiness.
- 4th grade writing, 100% (African-American) Met Standard (2014 STAAR)
- 5th grade mathematics, 91% Met Standard (2014 STAAR)
- 5th grade Reading, 86% Met Standard (2014 STAAR)

Student Achievement Needs

- 3rd grade mathematics (English), 58.67% (all), 53.7% (economically disadvantaged), 56.6% (Hispanic) Met Standard (2014 STAAR)
- 4th grade mathematics (English), 33.33% (African-American), 56.72% (economically disadvantaged) Met Standard (2014 STAAR)
- 4th grade reading (English), 57.89% (White), 59.38% (economically disadvantaged) Met Standard (2014 STAAR)
- 4th grade writing (Spanish), 50% Met Standard (2014 STAAR)
- No Distinctions earned for the 2013-2014 school year
- Low percentage of students receiving Level III commended status on any grade level subject assessment

Based on our needs, improved documentation of methodologies, practices, interventions, and resources is needed. Improvement is required in all content areas at all grade levels. Third and fourth grade STAAR performance was well below fifth grade. Discrepancies between report card grades and STAAR performance indicates a need to look at the rigor of graded student work, and raise the rigor of Tier 1 Instruction. The following conclusions have been made:

1. Writing scores are very low for all student populations... specifically the Economically Disadvantaged and the ELL population. Extend tutorial opportunities with qualified staff members using research-based best practice must be available for usage along with the District's writing curriculum for at risk student populations.
2. Hispanic, African American, ELL and Economically Disadvantaged Students are much lower in every subject area (except writing) than their White counterpart. In order to close the gap, systematic intervention is needed throughout the instructional day in the primary grades.
3. Accelerated reading and math is needed for 1st-5th grade to shore up basic reading and math skills and provide practice for all students but especially for students who are struggling or are in other ways at risk. These programs will maximize school

work and foster practice of basic skills at home.

4. African American, Hispanic, Economically Disadvantaged and ELL students scored significantly below Whites in indices 1, 2 & 3. Additional instructional coaches are needed for math, reading, writing and science. These coaches will provide co-teaching opportunities, model teaching scenarios that give examples of effective lessons and differentiated staff development for classroom teachers designed to address an individual need of a teacher, a grade level or the entire teaching staff.

School Culture and Climate

School Culture and Climate Summary

Plum Creek Elementary went through many changes from the 2011 to the 2014 school year, including changes in students, programming, structure, size, staff, and leadership. The Campus Improvement Committee (CIC) includes parents, community members, campus teachers, and administrators as prescribed by the Texas Education Agency (TEA) and LISD Board Policy. The CIC operates throughout the year in an advisory capacity in addition to the work they do during the Comprehensive Needs Assessment (CNA) process. This ongoing work includes discussion of culture and climate issues from expectations and values to a safe and disciplined environment for teaching and learning.

School Culture and Climate Strengths

- Implementation of *Love and Logic* and *Capturing Kid's Hearts*
- CIC participation in campus climate and culture development and maintenance
- Included at-risk interventions in campus based training plan
- Use Response to Intervention (RTI) model to address student academic and behavioral concerns

School Culture and Climate Needs

- With an enrollment of 547 students, Plum Creek Elementary needs another non-classroom based specialist to assist in the RTI, 504, and other Title 1 processes to maintain proper documentation of academic and student behavioral issues
- Monitor attendance, discipline records, and student participation in supplemental programs to document culture and climate improvements.
- Introduce College and Career Readiness program

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All faculty and staff were highly qualified during the 2013-2014 school year. Faculty and staff represented a diversity of experience and teaching styles. Faculty and staff attendance was greater than 95%. Faculty and staff attended all required professional development provided throughout the year by campus and district staff and Region 13. Teachers collaborated regularly and used student data to plan for improvement of student performance. All staff are appraised annually and set goals for growth for the following year during the annual conference. Staff is recruited annually through our district website, as well as participation in local university job fairs.

Staff Quality, Recruitment, and Retention Strengths

All staff are Highly Qualified; shifts to higher rigor of instruction were seen throughout the year; professional growth plans resulted in improved instruction; teachers worked collaboratively to analyze data and plan for student intervention

Staff Quality, Recruitment, and Retention Needs

New staff mentors who are not also campus teachers; providing staff with more input to decision-making; professional development that is in line with district priorities

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Plum Creek Elementary will continue to align its teaching practices to the TEKS and Student Expectations.

Curriculum, Instruction, and Assessment Strengths

The 3rd and 4th grades will be implementing a departmentalized schedule where each core teacher teaches one content area.

Curriculum, Instruction, and Assessment Needs

Continued focus on the readiness versus supporting student expectations; aligned scope and sequences throughout the school district; common teacher made assessments; an instructional coach to assist the classroom teachers with the curriculum, instruction, and assessment expectations

The Needs Assessment process identified the need for improvements in progress monitoring assessments. Previous Benchmark assessments were geared to the STAAR test but were not always aligned with our units of instruction and timelines. The Data Review process now consists of short student assessments, in quiz format, at the 3 week and 6 week timeframe. At the end of the 9 week period a more detailed assessment is given. Teachers and administrators review these data reviews for performance adjustments necessary to ensure student success.

Goals

District Goal 1: To reach Advanced Academic Performance for each campus in Lockhart ISD.

Campus Performance Objectives:

- Improve student performance on STAAR reading, writing, math, and science in all subgroups
- Improve teacher performance
- Utilize available funding for student success

A. Improve student performance on STAAR reading, writing, math, and science in all subgroups					
Activity or Strategy	Person Responsible	Time Line	Resources Allocated	Monitoring/Evaluation	
				How	When
Technology <ul style="list-style-type: none"> ▪ Think Through Math and iStation 	Administrators TIMS Teachers	On-going	Free	TTM and iStation reports on student progress Assign min. time for TTM and iStation	On-going
<ul style="list-style-type: none"> ▪ Maintain and upgrade technology equipment such as Mimio boards, projectors, HoverCams, etc. 	Administrators TIMS	On-going	General funds	Purchases made for new technology	On-going
<ul style="list-style-type: none"> ▪ Maintain STAR and Enterprise Reading software 	Administrators/Librarian TIMS	On-going	General funds	Student growth measured through STAR reports	Every 9 weeks
<ul style="list-style-type: none"> • Implement STAR Math program for grades 3-5 	Administrators Faculty	On-going	General funds	Student growth measured through STAR reports	Every 9 weeks

Assessment <ul style="list-style-type: none"> Monitoring attendance during STAAR 	Administrators	Spring 2015	General funds	Call students on STAAR test dates	Every testing session
<ul style="list-style-type: none"> STAR Reading and Math testing four times per year * 	Administrators Librarian/TIMS	On-going	General funds	STAR reports	On-going
<ul style="list-style-type: none"> Student Affairs Team – development of student interventions and student and teacher action plans * 	Administrators SAT committee	On-going	STAR, DRA2 levels, and diagnostic tests	SAT feedback form	On-going
<ul style="list-style-type: none"> On-going analysis of diagnostic data to guide instruction 	Administrators Strategist *	On-going	AWARE software INOVA	Student score reports	On-going
Materials and supplies <ul style="list-style-type: none"> Project Read and Literacy Library STAAR/ITBS materials Targeted tutoring materials Scientific Learning software (FFW) 	Administrators	On-going	General funds	Student assessment results	On-going
<ul style="list-style-type: none"> Supplies to support homeless students 	Administrators	On-going	General funds	Student passing rates	On-going

Instructional Strategies • DEAR time	Librarian, Administrators & Faculty	Sept. – May	None	Student DEAR time folders and growth on STAR testing	On-going
▪ Integrate CATCH curriculum into PE class	PE teacher Administrators	Aug. – May	CATCH curriculum	Teacher lesson plans	On-going
▪ Science support class	5 th grade faculty Administrators	Aug. – May	General funds Science curriculum	Teacher lesson plans, diagnostic tests, science STAAR results	On-going
▪ Guided reading	1 st – 3 rd grade faculty Administrators	Aug. – May	Reading curriculum	Teacher lesson plans, EOY DRA scores, reading diagnostics, reading STAAR results	On-going
▪ Great Leaps	1 st & 2 nd Grade Students Teachers/Paraprofessionals Tutors/Administrators	Sept. – May	Great Leaps Curriculum	Student growth on DRA Levels	On-going
▪ iStation	Teachers Counselor/Administrators	October – May	None	iStation Reports	On-going
▪ Think Through Math	Teachers Counselor/Administrators	October – May	None	TTM Reports	On-going
▪ Dyned	Teachers Counselor/Administrators	October – May	None	Dyned Reports	On-going
• 3 rd and 4 th Grade Departmentalized Schedule	Administrators Teachers	September - May	None	Student benchmark and diagnostic data	On-going

One-Way Dual Language Program in grades 1-5	Bilingual Director Administrators	On-going	General funds	DRA 2 levels, EOY reading and math tests, STAAR scores, STAR results, TELPAS ratings	On-going
Tutoring <ul style="list-style-type: none"> ▪ Reading ▪ Math ▪ Science ▪ Writing 	Administrators Faculty Bilingual Tutor	Aug. – May	General funds Title I funds	STAAR results	On-going
Breakfast in the Classroom – serve breakfast in the classroom to all students to comply with nutrition and wellness policies	Food service Administrators Faculty	Aug. – May	TDA nutrition guidelines	Food service records and menus	On-going
Daily 5 Reading in grades 1-2 *	Teachers Administrators	Aug. - May	General Funds	Classroom observations	On-going
Late Bus tutoring *	Teachers Administrators	Aug. – May	None	STAR and iStation reports	On-going
Early Arrival tutoring *	Teachers Administrators	Oct. - April	Title I funds	STAAR results	On-going
Writing Academy in 4 th grade *	Teachers Administrators	October – May	General Funds	STAAR results	On-going
SPARKS Tier 2 Classes *	SPARKS Teachers	Aug. - May	Title I funds	Star reports, Diagnostics, STAAR results	On-going

B. Improve teacher performance					
Activity or Strategy	Person Responsible	Time Line	Resources Allocated	Monitoring/Evaluation	
				How	When
Clinical observations	Administrators	Aug. – May	LTAP forms	LTAP Monitoring conferences Documentation	Once or twice per year
Campus Made Form for Walk-through observations *	Administrators	Aug. – May	Walk-through forms	Documentation on Google Drive Form	3-4x/week per teacher
Professional development for regular ed, bilingual, and G/T teachers <ul style="list-style-type: none"> Classroom management with Love and Logic Review 	Administrators	Aug. – May	Love and Logic curriculum	Walk-through forms Discipline referrals Review sessions at Faculty Mtgs.	On-going
<ul style="list-style-type: none"> Hunter mastery teaching STAR questioning KEYS document 	Administrators	Aug. – May	Handouts	Materials Practice	May
<ul style="list-style-type: none"> Project Read 	Administrators	On-going	General funds	Sign-ins for trainings	Summer and Fall
<ul style="list-style-type: none"> Kilgo Data Driven Decision Making 	3 rd and 4 th grade Teachers/Administrators	October	General Funds	Data Driven Decision Making Making Scope and Sequences TEKS/SEs	On-going
<ul style="list-style-type: none"> Concussion Training for all Staff 	School Nurse	Oct.	None	Staff able to recognize & work with students with concussions	On-going
<ul style="list-style-type: none"> STAAR Workshops at Region XIII 	Administrators	Aug.-May	General Funds	Results on diagnostics & STAAR	On-going
<ul style="list-style-type: none"> Autism Training for all Staff 	Administrators	May-October	None	Staff able to work with autistic students	On-going
<ul style="list-style-type: none"> Recent TEKS/STAAR revisions Reading Math Science Writing 	Administrators	Aug. – May	General funds	Staff implementing staff development	On-going

<ul style="list-style-type: none"> Wellness 	Administrators PE faculty	On-going	General funds	Sign-in sheets Agendas Descriptions of activities and events	On-going
<ul style="list-style-type: none"> ELPS 	Special Programs Director Administrators	On-going	General funds	TELPAS and STAAR scores	On-going
<ul style="list-style-type: none"> Substitutes for teacher professional development and curriculum alignment 	Administrators	Aug.– May	General funds	Substitute sign-ins	On-going
Hire only highly qualified professionals and paraprofessionals	Administrators	Aug. – May	Winocular program	Interviews Recommendations Evaluations	On-going

C. Utilize available funding for student success

Activity or Strategy	Person Responsible	Time Line	Resources Allocated	Monitoring/Evaluation How When	
SCE Funds: <ul style="list-style-type: none"> • One teacher aide, • One Bilingual Stipend • One Strategist (25%) 	Principal	Ongoing		100% of students will pass STAAR in reading, writing, math, and science	May
Title I Funds: <ul style="list-style-type: none"> • Two learning strategists (100%) • One learning strategist (75%) • Counselor (50%) • Nurse (50%) • Teacher aide (100%) 	Principal	Ongoing		Student passing rates Nurse's log	May
State Bilingual Education Fund <ul style="list-style-type: none"> • Four Bilingual Stipends 	Principal	Ongoing		90% of bilingual students will pass STAAR in reading, writing, math, and science	May
Title II Funds: <ul style="list-style-type: none"> • One self-contained teacher 	Principal	Ongoing		Student passing rates	May
Title I Funds: <ul style="list-style-type: none"> • Tutoring Regular & Bilingual Students • Testing Supplies & Bilingual Supplies 	Principal	Ongoing	Title 1 funds General funds	Student passing rates	May

State Stabilization Funds <ul style="list-style-type: none"> • regular & bilingual library books • lead teacher stipends • staff development • substitutes • electricity costs 	Principal	Aug. - May		Library Circulation & Curriculum Plans	May
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District Goal 2: Achieve a 100% Graduation Rate and post-secondary engagement for each graduating class leading to personal growth through enhanced dropout prevention measures.

Campus Performance Objectives:

- 100% of students will master grade level expectations
- Increase in parental support in academics
- Achieve 98% attendance
- Create an awareness of careers

A. 100% of students will master grade level expectations					
Activity or Strategy	Person Responsible	Time Line	Resources Allocated	Monitoring/Evaluation	
				How	When
Target and Monitor Instruction for student success	Administrators Faculty	On-going	<ul style="list-style-type: none"> ▪ Monitoring sheets ▪ Conferences ▪ SPARKS ▪ Spec. Ed ▪ Odyssey ▪ Aware ▪ INOVA * ▪ STAR ▪ FastForWord ▪ Study Island ▪ Enterprise software ▪ Renzulli Learning * 	Student assessment results	On-going
<ul style="list-style-type: none"> ▪ Tutoring within the school day 	Faculty	Aug. - May	STAAR materials	Students selected on objective/diagnostic testing	After each test
<ul style="list-style-type: none"> • Create goals in math, science, reading, & writing to reach exemplary status 	Administrators Faculty	Aug. - May	<ul style="list-style-type: none"> ▪ STAAR resources ▪ Differentiated 	Timelines/Mastery Levels	Fall

A. 100% of students will master grade level expectations					
Activity or Strategy	Person Responsible	Time Line	Resources Allocated	Monitoring/Evaluation	
				How	When
• Student Goal Setting *	Teachers Administrators	November and February	General Funds	INOVA, STAAR results	On-going
B. Increase parental support in academics					
Activity or Strategy	Person Responsible	Time Line	Resources Allocated	Monitoring/Evaluation	
				How	When
• Friday Envelopes	Teachers	Aug.-May	Folders	Sent home on Fridays & Parent Signatures	On-going
• Daily assignment sheets	Faculty	Aug. - May	Assignment sheets	Sent home daily with students	On-going
• Open House	Administrators Faculty	September	<ul style="list-style-type: none"> ▪ Fliers ▪ Synrevoice system 	Sign-In sheets	On going
• Parent Conferences	Administrators Faculty	November 1	<ul style="list-style-type: none"> ▪ Report cards ▪ Student info ▪ Star Reports* 	Sign-In sheets	Oct. 29
• Parental Support Materials	Counselor	Aug.-May	Title I funds	Sign-out sheets in Counselor's office	On-going
• School-wide homework policy *	Administrators Faculty	Aug. - May	Homework policy	Teacher homework assignments	On-going
C. Achieve 98% attendance					
• Daily monitoring of absences, tardies, and early dismissals	Teachers Administrators	Aug. - May	Daily attendance, tardy, and early dismissal reports	<ul style="list-style-type: none"> • Skyward Reports • Call absent students • Send letters & file quicker 	Monthly, 6-weeks, and EOY Attendance Report
• Provide activities to promote student/teacher morale	Administrators	Aug. - May	Kudos, Campus Coupons	Faculty Mtgs.	On-going

A. 100% of students will master grade level expectations					
Activity or Strategy	Person Responsible	Time Line	Resources Allocated	Monitoring/Evaluation	
				How	When
• Attendance Flaps *					
• Grade Level Attendance Rewards *					
• Student Attendance Rewards *					
D. Create an awareness of careers					
▪ Guest speakers for Career Day	Counselor	Fall	Community members	Presentations	November
▪ Health Fair	Counselor	Spring	Community members	Presentations	February

District Goal 3: Recruit, develop and provide continuing education for a diversified and culturally sensitive staff at all levels.

Campus Performance Objectives:

- Recruit staff that mirrors the student population
- Provide staff development that is diversified and culturally sensitive

A. Recruit staff that mirrors the student population					
Activity or Strategy	Person Responsible	Time Line	Resources Allocated	Monitoring/Evaluation	
				How	When
• District website	HR Dept. Administrators	August – July	Winocular	Job postings	On-going
• District job fair	HR Dept. Administrators	April and July	<ul style="list-style-type: none"> ▪ Fliers ▪ Website postings 	<ul style="list-style-type: none"> ▪ Job fair ▪ Interviews 	April
B. Provide staff development that is diversified and culturally sensitive					
• Culturally based staff development	Administrators	Aug. – May	Staff development needs assessment	Needs assessment results	On-going

District Goal 4: Seek and achieve the highest level of family and community engagement through stakeholder service district wide.

Campus Performance Objectives:

- Create a customer service friendly campus
- Increase communication with parents
- Increase parental and community involvement

A. Create a customer-service friendly campus					
Activity or Strategy	Person Responsible	Time Line	Resources Allocated	Monitoring/Evaluation	
				How	When
• School Website	TIMS	Monthly	School website	Maintain website	Aug. - May
• Teacher Websites	Teachers	Monthly	Teacher website	Maintain website	Aug. - May
• Safety equipment and materials	Administrators	On-going	General funds	Safety needs	On-going
B. Increase communication with parents					
• Special Areas Newsletter *	Librarian	Quarterly	Library newsletters	Sent home with students	Monthly
• Notice to parents regarding request for their child's physical assessment results	PE Teacher Administrators	Before April each school year	Technology staff	Students Results sent home per parent request	On-going
• TAG Newsletter	G/T Teacher	Twice a year	TAG newsletters	Sent home with students	On-going
• Synrevoice system	TIMS	Aug. – May	Synrevoice system	Phone messages	Aug. - May
• Student Intervention Letters	SPARKS	On-going	General Funds	Sent home with students	On-going

C. Increase parental and community involvement					
Activity or Strategy	Person Responsible	Time Line	Resources Allocated	Monitoring/Evaluation	
				How	When
<ul style="list-style-type: none"> • Skyward Family Access 	TIMS	On-going	<ul style="list-style-type: none"> ▪ Computer lab ▪ Skyward software 	Sign-in sheets	Usage monitoring
<ul style="list-style-type: none"> ▪ Community reading mentors 	Librarian	Aug. – May	Community members	Sign-in sheets	On-going
<ul style="list-style-type: none"> • Teacher Meet & Greet • Open House • Parent Conferences • Grade Level Musicals • Family Breakfast • Book Fair • Field Day • Jump Rope & Hoops • Choir 	Faculty	August	<ul style="list-style-type: none"> ▪ Fliers ▪ Programs ▪ Synrevoice system ▪ Meet & Greet agendas 	Sign-In sheets	Aug. - May
<ul style="list-style-type: none"> • TAG Meet and Greet 	G/T Teacher	Spring	Program materials	Sign-in sheet	TBA
<ul style="list-style-type: none"> • Funds for training, supplies, and operating costs 	Administrators	Fall and Spring	General funds	Volunteer sign-in	On-going
<ul style="list-style-type: none"> • PTA Facebook Page * 	Administrators Faculty	Aug. – May	Program materials	Sign-in sheets	On-going
<ul style="list-style-type: none"> • Field trips, Lions Roar, Parties • Star Gazing Night, Science Night • Family Literacy Night 	Administrators Faculty	Aug. – May	General funds	Sign-in sheets	On-going
<ul style="list-style-type: none"> • Bilingual parent meetings 	Bilingual Director Administrators	Fall and Spring	Programs Explanations	Sign-in sheets	Fall and spring
<ul style="list-style-type: none"> • Supplemental trainings on Family literacy & engagement 	Administrators Counselor	Aug. – May	General funds	Meeting notes	On-going

• WATCH DOGS *	Administration	Oct. - May	PTA	Daily survey	On-going
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District Goal 5: Achieve 100% student participation in co- and extra-curricular activities in grades 6 through 12.

- Campus Performance Objectives:
- Provide extra-curricular opportunities for grades 1-5.
- Provide wellness opportunities for grades 1-5

A. Provide extra-curricular opportunities for grades 1-5					
Activity or Strategy	Person Responsible	Time Line	Resources Allocated	Monitoring/Evaluation	
				How	When
Student Council activities <ul style="list-style-type: none"> • Box Tops • Pennies for Patients • Can Food Drive • Animal Shelter Drive • Paper Recycling 	Student Council Sponsors	Sept. - May	General funds	Student Elections	September Throughout the year
Organizations <ul style="list-style-type: none"> ▪ PALS ▪ National Elementary Honor Society * ▪ Sign Language ▪ Trivia ▪ Choir ▪ Robotics * 	Administrators, Librarian, & Faculty	Sept.-May	General funds	Service activities throughout the year	On-going
Science Fair	Science committee	December	Fliers Synrevoice system	Student participation Sign-in sheets	November

B. Provide wellness opportunities for grades 1-5					
• Conduct school health index assessment	P.E. Teacher & Principals	Aug.-Sept.	CDC Website & SHI Guide	SHI Website & Assessment Guide Results	Fall Semester Assessment
• Develop action plan for improving student health using SHI results	P.E. Teacher & Principals	Aug.-Oct.	CDC Website & SHI Guide	SHI Website & Assessment Guide Results	Fall Semester Assessment
• Show evidence of campus environmental changes using coordinated school health materials	P.E. Teacher & Principals	On-going	Utilize health posters, fliers, & marketing materials	CATCH Information in gym classes, cafeteria and campus events	On-going
• Ensure moderate to vigorous physical activity in all P.E. classes 50% of class time	P.E. Teacher & Principals	On-going	P.E./Health/Catch Curriculum Guidelines	P.E. Lesson plans	On-going
• Assess student fitness annually in grades 3-5	P.E. Teacher & Administrators	Results entered in computer in April	Fitness Gram information	Student results & computer entries	On-going
• Recess for grades 1-5 *					