

MOISES V. VELA MIDDLE SCHOOL

**Campus Improvement Plan
2011 – 2012**



VELA MS

Mission

The mission of Vela Middle School is to provide each student a diverse education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning. The Vela team joins the parents and community in assisting students to develop skills to become independent and self-sufficient adults who will succeed and contribute responsibly in a global community.

Vision

Vela Middle School will be a place of excellence where children can achieve their full potential to become successful, responsible, and productive young adults with a strong sense of community and self-worth. Challenged by a rigorous curriculum, our students will achieve academic excellence through individual initiative, critical thought and the support of their community, family, teachers, and peers.

Nondiscrimination Notice

VELA MS does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

VELA MS Site Base

Name	Position
Abbott, Sara	7th Grade Teaching Representative
Adair, Heather	Non-Teaching Representative
Alonzo, Nelda	8th Teaching Representative
Dwyer, Shari	6th Grade Teaching Representative
Guajardo, Maricela	Community Representative
Heatherman, Teresa	Sp. Ed. Representative
McDaniel, Patricia	Parent
Noyola, Alicia	Principal
Perez, Tanya	8th Grade Teaching Representative
Rios, Alex	Business Representative
Rios, Sandra	Non-teaching Representative
Robles, Reynaldo	HCISD Representative
Rodriguez, Robert	6th Grade Teaching Representative
Rodriguez, Sandra	Non Teaching Representative
Salazar, Lollie	Parent
Snaples, Linda	Community Representative
Valdez, Martha	DEIC
Villarreal, Zoila	Electives Representative
Walker, Jeremiah	7th Grade Teaching Representative
Werbiski, Hermelinda	Electives Representative

VELA MS

Goal 1. Maintain safe and secure learning environments for all students

Objective 1. Implement programs and professional development with an emphasis on student relationships

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
2. Vela MS will continue implementation of a comprehensive character education program as part of the Texas Behavior Support Initiative. (Title I SW: 1,4,9) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Campus Committees, Principal	Quarterly	(O)Local Districts	A 20% decrease in referrals will be noted.
3. Provide opportunities for staff development in discipline management techniques. (Title I SW: 1,4,9) (Target Group: All) (NCLB: 4)	Principal	Quarterly	(O)Local Districts	A 20% decrease in referrals will be noted.
4. Implementation of a mediation process for student conflict. (Title I SW: 1,9) (Target Group: All) (NCLB: 4)	Counselor(s)	Ongoing	(S)Local Funds	A 20% decrease in student referrals will be noted.
5. Implement character education as part of the daily announcement program and class presentations. (Title I SW: 1,9) (Target Group: All) (NCLB: 4)	Counselor(s)	Ongoing	(S)Local Funds	A 20% decrease in student referrals will be noted.
6. Counselors will inservice staff on identifying characteristics of bullying.Counselors will also present bullying prevention lessons in the classroom. Teachers will conduct lessons periodically during advisory on bullying identification and ways to prevent being a victim. (Title I SW: 1,4,9) (Target Group: All) (NCLB: 4)	Counselor(s), Teacher(s)	quarterly	(O)Local Districts	A 25% decrease in the number of discipline referrals for bullying will be noted at end of year.
7. Teachers will meet with students to review the Student Code of Conduct. (Title I SW: 1,9) (Target Group: All) (NCLB: 4)	Teacher(s)	Beginning of school year	(O)Local Districts	A 15% decrease in the number of ISS placements will occur.

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Objective 1. Implement programs and professional development with an emphasis on student relationships

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. Through the Afterschool Centers on Education (A.C.E.), students will be provided a structured, safe, and supervised place for learning and social interaction. The program will offer activities that complement and reinforce students' regular academic programs. (Title I SW: 1,6) (Target Group: All) (NCLB: 4)	Coordinator for After School Programs	ongoing	(F)Title IV Safe and Drug Free, (S)ACE	More than 300 students will participate in the ACE program.
9. Counseling sessions and lessons will be conducted in Health and Advisory Classes on bullying, student relationships, and character education. (Title I SW: 2) (Title I TA: 4) (Target Group: All) (NCLB: 4)	Counselor(s)	Ongoing	(L)Local	90% of students will participate in character education.

VELA MS

Goal 1. Maintain safe and secure learning environments for all students

Objective 2. Implement program safety initiatives

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide CPI training/updates for all teachers and paraprofessionals who teach students with aggressive behavior problems. (Title I SW: 1,4,9) (Target Group: All) (NCLB: 4)	Principal	quarterly	(O)Local Districts	A 20% decrease in referrals will be noted.
2. All visitors must check in with the main office, sign in, and have their ID scanned through the RAPTOR System before accessing other areas of the building. (Title I SW: 1,9) (Target Group: All) (NCLB: 4)	Principal	ongoing	(O)Local Districts	100% of visitors on campus will have been screened through the main office.
3. Vela MS will review various building access points that are potentially vulnerable and consider facility revisions to make building access more secure during the school day. (Title I SW: 1,9) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal	Ongoing	(O)Local Districts	100% of school building will be secured.
4. We will review, reassess, and revise specific procedures and objectives for students in In-School Suspension. (Title I SW: 1,9) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Paraprofessionals, Principal	ongoing	(O)Local Districts	A 15% decrease in the number of ISS placements will occur.
5. All staff members will wear a school- or district-issued ID while on campus, with non-campus district staff members registering in the front office when arriving on campus. (Title I SW: 1,9) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Campus Staff, Principal, Receptionist	Ongoing	(O)Local Districts	100% of staff will wear ID badges while on campus.
6. Fire and Evacuation Drills will be performed according to the state fire marshall's requirements to ensure student and staff's preparedness and safety during an actual emergency. (Title I SW: 1,9) (Title I TA: 2) (Target Group: All) (NCLB: 4)	Assistant Principal(s)	Monthly	(O)Local Districts	100% of staff & astudents will participate in fire drills.

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Objective 2. Implement program safety initiatives

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Security will be provided at evening and weekend activities to ensure student safety and facility security. (Title I SW: 1,9) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Security Guards	Ongoing	(F)Title I, (O)Local Districts	100% of school building will be secured.
8. Students remaining on campus after 4:00 pm but not in an after school activity will be rounded-up and moved to a secure, supervised area until their parent/guardian arrives to pick them up. (Title I SW: 1,9) (Target Group: All) (NCLB: 4)	Assistant Principal(s)	ONgoing	(O)Local Districts	100% of students' safety will be ensured while on campus.
9. Security Cameras will be maintained in high-needs areas throughout campus to monitor campus security and student safety. (Title I SW: 1,9) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal, Security Guards	Ongoing	(F)Title IV Safe and Drug Free	95% of campus will be monitored by security cameras.
10. Review and establish crisis management drills, codes and procedures for handling environmental and intruder emergencies in a manner that ensures student, staff, and facility safety and security. (Title I SW: 1,9) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal	Ongoing	(F)Title IV Safe and Drug Free	100% of the Campus Safety Plan will be reassessed to include crisis management protocol.

VELA MS

Goal 1. Maintain safe and secure learning environments for all students

Objective 3. Maintain strategies for Energy Conservation and Recycling Management Plan

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. As part of the Panther Proud recycling program, paper will be recycled and donated to the Human Society for animal bedding. Aluminum cans and plastic will be recycled in conjunction with the Harlingen Recycling Center. (Target Group: All)	Club Sponsors	Ongoing	(S)Local Funds	75% of teachers will participate in recycling efforts
2. Student Council, NJHS, and other campus groups will participate in community recycling efforts such as Trash Bash. (Target Group: All)	Club Sponsors, Coordinator for After School Programs	ongoing	(S)Local Funds	10% increase in club participation.
3. Teachers and staff will turn off lights when not in the room and turn off equipment at the end of the day to conserve energy. (Target Group: All)	Campus Staff, Coordinator for After School Programs, Custodial Staff, Lab Manager, Librarian, Principal, Teacher(s)	ongoing	(S)Local Funds	conservation efforts will result in a 5% decrease in electricity consumption for the year.
4. Staff will be encouraged to utilize electronic communication and look for opportunities to reduce the use of paper. (Target Group: All)	Campus Staff, Principal	ongoing	(L)Local	a 10% decrease in the amount of paper consumed throughout the year.
5. Academic teams, athletics, and other campus organizations will adhere to the district's policies regarding field trips in order to conserve fuel. (Target Group: All)	Campus Staff	ongoing	(S)Local Funds	100% compliance with District Policy.
6. Watering of campus grounds will only take place during designated times. (Target Group: All)	Custodial Staff	ongoing	(S)Local Funds	10% decrease in water consumption.

VELA MS

Goal 1. Maintain safe and secure learning environments for all students

Objective 4. Provide opportunities to support health and wellness for employees and students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Participation in Red Ribbon Week will communicate to students the importance of being drug-free through sharing the history of RWW, presentations by local organizations (DEA, Tamayo House, etc.), week-long activities and contests. (Title I SW: 1,9) (Target Group: All) (NCLB: 4)	Counselor(s), Teacher(s)	October 2011	(O)Local Districts	100% of students will participate in Red Ribbon Week.
2. All students will take coordinated health and physical education courses for a minimum of 4 semesters during their middle school years. (Target Group: All)	Counselor(s)	yearly	(S)Local Funds	100% of students will participate in coordinated health and PE classes.
3. Vela MS staff will participate in a mini-health fair to be held on campus. (Target Group: All) (NCLB: 4)	Campus Staff, District Nurse, School Nurse	Fall 2011	(S)Local Funds	10% increase in staff attendance.
4. Vela MS students will participate in health screenings focusing on vision/hearing and scoliosis. (Target Group: All) (NCLB: 4)	District Nurse, School Nurse	Fall 2011	(S)Local Funds	100% of targeted students will participate in screening process.
5. Via the A.C.E. afterschool program, students will be provided additional opportunities for participation in physical activities, sports and nutrition classes. (Target Group: All) (NCLB: 4)	Coordinator for After School Programs	yearly	(F)Title IV Safe and Drug Free, (S)ACE	10% increase in program participation.
6. Vela MS staff will be encouraged to participate in the district's wellness program. (Target Group: All)	Principal, Wellness Committee Chairperson	ongoing	(S)Local Funds	5% increase in participation by staff.
7. Physical education opportunities will include Swimming, Golf, Tennis, Athletics, and General PE classes. (Title I TA: 2) (Target Group: All)	Counselor(s)	Semester	(S)Local Funds	100% of students will participate in PE classes.

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Goal 1. Maintain safe and secure learning environments for all students

Objective 4. Provide opportunities to support health and wellness for employees and students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. The Fitness Now Grant provides students with additional opportunities for participation in physical activities, promoting lifelong health and wellness. (Title I SW: 1,10) (Title I TA: 2) (Target Group: All)	PE Teachers	Yearly	(S)Grant - State	10% increase in program participation.
9. Students will be provided a free, nutritious breakfast in conjunction with the Child Nutrition Department. (Title I SW: 1,9) (Title I TA: 8) (Target Group: All) (NCLB: 4)	Cafeteria Staff, Principal	Yearly	(L)Local	40% increase in student participation.

VELA MS

Goal 2. Embrace and support meaningful involvement of parents and the entire community in the education of our students.

Objective 1. Provide opportunities for all parents to participate in activities as a partner in their child's educational process

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parents will be asked to help in various areas such as office, classroom, library, and other needed venues so that teachers and staff can more effectively and efficiently focus on required tasks. (Title I SW: 1,9) (Target Group: All)	Parent Volunteers	Ongoing	(O)Local Districts	15% more parents will participate in the parent center as noted through sign in sheets
2. We will provide multiple opportunities for parent and community involvement such as Open House, Athletic Parents' Recognition Night, Music-program Concerts, and Afterschool Centers on Education (A.C.E.). (Title I SW: 1,6,9) (Target Group: All)	Assistant Principal(s), Coordinator for After School Programs, Principal, Teacher(s), Team Leaders	ongoing	(O)Local Districts, (S)ACE	70% of parents will participate in at least one parental involvement activity.
3. School activities will be announced via an automated calling system set in place by HCISD, the campus PA system, and a calendar accessible through the campus' web site. (Title I SW: 1,6,9) (Target Group: All)	Assistant Principal(s), Principal	ongoing	(O)Local Districts	70% of parents will participate in at least one parental involvement activity.
4. Incoming 6th grade students and their parents will attend an orientation meeting prior to the first day of school. (Title I SW: 1,6,9) (Target Group: All)	Assistant Principal(s), Instructional Facilitators, Principal	August 2011	(O)Local Districts	40% of 6th grade students will participate in orientation.
5. A.C.E. activities will be promoted through flyers and campus website announcing different activities for parents and students. (Title I SW: 1,6,9) (Target Group: All) (NCLB: 4)	Coordinator for After School Programs, Teacher for After School Programs, Webmaster	ongoing	(F)Title IV Safe and Drug Free, (S)ACE	As indicated by activity sign-in sheets.
6. When administration and/or teachers meet with students, their progress and assessment results will be reviewed with the student to provide support for continued growth. (Title I SW: 2,9) (Title I TA: 1) (Target Group: All) (NCLB: 5)	Assistant Principal(s), Counselor(s), Instructional Facilitators, Principal, Teacher(s)	Ongoing	(S)Local Funds	25% increase in the number of students receiving progress monitoring counseling.

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Goal 2. Embrace and support meaningful involvement of parents and the entire community in the education of our students.

Objective 1. Provide opportunities for all parents to participate in activities as a partner in their child's educational process

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Parent Center, through Parental Involvement, will provide support for parents, including parenting classes, continuing education, and financial management. (Title I SW: 10) (Title I TA: 7) (Target Group: All)	Parent Liason, Parental Involvement	Monthly	(F)Parental Involvement	15% increase in parental involvement sessions as noted through sign-in sheets.
8. Vela MS will establish a Parent-Teacher-Student Compact to guide school to home communication and encourage parental involvement to increase student achievement. (Title I SW: 1,2,9,10) (Title I TA: 7) (Target Group: All) (NCLB: 4)	Parental Involvement, Principal, Teacher(s)	Ongoing	(F)Title I	40% increase in parent-teacher communication regading students' education.

VELA MS

Goal 2. Embrace and support meaningful involvement of parents and the entire community in the education of our students.

Objective 2. Provide academic information to parents on the progress of their children

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Improve parent communication through the availability of online programs such as Home Access Center, progress reports sent to parents every three weeks, and discipline reports sent home in a timely fashion. (Title I SW: 1,6,9) (Target Group: All)	Assistant Principal(s), Principal, Receptionist, Teacher(s)	ongoing	(O)Local Districts	70% of parents will participate in at least one parental involvement activity.
2. Teachers will send notes and/or emails and make phone calls to parents of students in danger of failure every six weeks with the purpose of informing parents of their child's academic progress. (Title I SW: 1,6,9) (Target Group: AtRisk)	Teacher(s)	ongoing	(O)Local Districts	100% of teachers will make parent contacts for students at risk of failure.
3. Individual conferences will be held with students and parents of at-risk students to set goals and establish personal graduation plans. (Title I SW: 1,6,9) (Target Group: AtRisk) (NCLB: 5)	Counselor(s), Teacher(s)	ongoing	(O)Local Districts	100% of at-risk students will have a personal graduation plan.

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Goal 2. Embrace and support meaningful involvement of parents and the entire community in the education of our students.

Objective 3. Provide opportunities for community members to partner with HCISD in the education of our students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In collaboration with PTA, Vela MS will seek community sponsors to address specific campus needs. (Title I SW: 1,9) (Target Group: All) (NCLB: 4)	Community Agencies, Community In Schools, Principal, PTA	ongoing	(L)Grant - Local	10% increase in community donations.
2. Campus council will include members from the community. (Title I SW: 1) (Title I TA: 1) (Target Group: All)	Community Agencies, Principal	Ongoing	(L)Grant - Local	10% increase in community involvement.

VELA MS

Goal 3. Employ highly effective teachers, principals, and staff that are committed to achieving the mission of HCISD.

Objective 1. Maintain a succession plan to cover critical employment areas for HCISD

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In order to promote retention of new teachers to the profession, a teacher induction program will be implemented on campus. (Title I SW: 1,3,4) (Target Group: All) (NCLB: 1,3)	Assistant Principal(s), Instructional Facilitators, Principal	August 2011	(L)Local	100% of new teachers will participate in induction program.
2. Monthly meetings with all new teachers will be held to provide targeted assistance to increase retention in the profession. (Title I SW: 1,3,4,9) (Target Group: All) (NCLB: 3)	Principal	Monthly	(O)Local Districts, (S)Local Funds	100% of new teachers will participate.
3. All new staff will be assigned an on-campus mentor to provide guidance throughout their first year. New teachers will also participate in the district's induction program. (Title I SW: 3,4,5) (Title I TA: 3,5,6) (Target Group: All) (NCLB: 3)	Director of Staff Development, Principal, Teacher(s), Team Leaders	Ongoing	(O)Local Districts	100% of new teachers will participate.

VELA MS

Goal 3. Employ highly effective teachers, principals, and staff that are committed to achieving the mission of HCISD.

Objective 2. Provide high quality staff development

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide summer training for administrators focusing on implementation of Chapter 37. (Title I SW: 1,4,9) (Target Group: All) (NCLB: 4)	Assistant Principal(s)	Summer 2012	(O)Local Districts	A 15% decrease in the number of ISS placements will occur.
2. Training for new members of the Campus Behavior Intervention Team in the Texas Behavior Support Initiative. (Title I SW: 1,4,9) (Target Group: All) (NCLB: 4)	Campus Committees	ongoing	(F)IDEA Special Education	A 20% decrease in student referrals will be noted.
3. Professional development survey will be administered to the Vela MS staff in order to determine areas of need. (Title I SW: 1,3,9) (Title I TA: 5,6) (Target Group: All) (NCLB: 3)	Instructional Facilitators, Principal	Spring 2011	(S)Local Funds	Survey Results
4. Professional development will focus differentiation, curriculum alignment, rigor and relevance, critical thinking, STAAR and writing strategies. (Title I SW: 1,3,4) (Target Group: All) (NCLB: 1,3)	Department Heads, Instructional Facilitators, Principal	quarterly	(F)Title I, (S)Local Funds	Participation Certificates TAKS Benchmark Results TAKS Summary Results
5. All teachers will be required to participate in GT staff development and gain the required 30 hours in order to teach Gifted and Talented classes. (Title I SW: 2,4) (Title I TA: 6) (Target Group: All, GT) (NCLB: 1)	Director of Advanced Academic Services, Instructional Facilitators	yearly	(S)Local Funds	100% of core area teachers will participate in GT staff development
6. All teachers will be encouraged to participate in Pre-AP and AP summer institutes. (Title I SW: 2,4) (Title I TA: 6) (Target Group: All, GT) (NCLB: 1)	Director of Advanced Academic Services, Instructional Facilitators	summer 2011	(S)Local Funds	100% of core area teachers will participate in Pre-AP institutes once every 3 years.
7. All staff will receive training in Cornell Notes and their usage. (Title I SW: 2,4) (Title I TA: 6) (Target Group: All) (NCLB: 1)	AVID Teacher(s), Instructional Facilitators	Fall 2010	(S)Local Funds	100% of staff will receive training in Cornell Note Taking and its usage.

VELA MS

Goal 3. Employ highly effective teachers, principals, and staff that are committed to achieving the mission of HCISD.

Objective 2. Provide high quality staff development

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. All teachers will be trained on the implementation of instructional modifications and accommodations as determined by the student's ARD committee. (Title I SW: 1,2,4,9) (Title I TA: 6) (Target Group: SPED) (NCLB: 1,4)	Campus Staff, Director of Special Education, Paraprofessionals, Teacher(s)	Ongoing	(F)IDEA Special Education	Sp. Education scores will be increased by 10% thereby increasing campus scores.
9. Increased training will be provided to special education and general education staff in order to increase collaboration in inclusive settings. (Title I SW: 1,4) (Title I TA: 6) (Target Group: SPED) (NCLB: 1,4)	Director of Special Education, Instructional Facilitators, Teacher(s), Teachers, Special Ed	Fall 2011	(F)IDEA Special Education	Increase in scores of special education students by 10%
10. Teachers will receive training in SIOP strategies designed to assist ELL students in the classroom. (Title I SW: 1,2,4,9) (Title I TA: 6) (Target Group: ESL) (NCLB: 2,4)	Teacher(s), Teachers - ESL	Ongoing	(F)Title III Bilingual / ESL	90% of LEP monitored students will meet passing standard on all TAKS assessments.
11. Training will be provided for all Science teachers in the use and implementation of STEMScopes. (Title I SW: 1,3,4) (Title I TA: 6) (Target Group: All) (NCLB: 3)	Division of Instruction, Instructional Facilitators, Teacher(s)	Fall 2011	(O)Local Districts	100% of Science teachers will participate in STEMScopes training.
12. All Math teachers will receive MSTAR training to increase rigor and relevance in Mathematics. (Title I SW: 1,2,4) (Title I TA: 6) (Target Group: All) (NCLB: 3)	Department Heads, Director of Staff Development, Instructional Facilitators	Yearly	(S)Local Funds	100% of Math teachers will participate in MSTAR training.

VELA MS

Goal 3. Employ highly effective teachers, principals, and staff that are committed to achieving the mission of HCISD.

Objective 3. Stay abreast of current technological trends that affect student learning

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Core teachers will receive continued training in INOVA and DMAC software to assist with Data Dissagregation for instructional decisions. (Title I SW: 1,2,4,8,9) (Title I TA: 6) (Target Group: All) (NCLB: 1,2)	Instructional Facilitators, Principal	Fall 2010	(F)Title I, (S)Local Funds	100% of core area staff will participate in training.
2. Teachers will be provided staff development opportunities in technology and technology integration in the classroom. (Title I TA: 6) (Target Group: All)	Campus Technologist, Instructional Facilitators	ongoing	(S)Local Funds	100% of staff will have an opportunity to register for technology staff development.
3. Algebra I teachers will receive updated professional development on the use of Texas Instrument graphing calculators. (Title I SW: 1) (Title I TA: 6) (Target Group: All) (NCLB: 1,2)	Principal	Quarterly	(O)Local Districts, (S)State Compensatory	100% of 8th grade students will be trained on using graphing calculators.

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Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 1. Demonstrate academic success on all measurable outcomes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implementation of Odessey Learning (Math and Reading) and Reniassance Learning (Reading) software to provide students enrichment activities with pretests to provide teachers with a baseline of students' needs for the development of individualized growth plans. (Title I SW: 1,9) (Title I TA: 1,3,4) (Target Group: All) (NCLB: 1,2)	Lab Manager, Teacher(s)	Monthly	(F)Title I, (O)Local Districts	85% of Reading classes will utilize Odessey Learning and Reniassance Learning programs.

VELA MS

Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 2. Create an environment that supports advanced academic performance

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All Core-area teachers will be encouraged to participate in College Board Pre-AP and AP Summer Institutes. (Title I SW: 3) (Title I TA: 3,4,6) (Target Group: All, GT)	Director of Advanced Academic Services, Instructional Facilitators, Principal, Teacher(s)	Summer 2012	(S)Local Funds	100% of teachers will attend a Pre-AP/AP Summer Institute at least once every 3 years.
2. The Library will enhance critical thinking and problem solving skills through collaborative information literacy instruction in all classes. (Title I SW: 1) (Title I TA: 4) (Target Group: All) (NCLB: 1,2)	Librarian, Teacher(s)	Ongoing	(O)Local Districts	100% of students will access the Library through their individual classrooms.
3. District Curriculum Assessments or common formative assessments will be administered three times per year to monitor student growth. Teachers will adjust curriculum as needed based on analysis results. (Title I SW: 1,8,9) (Title I TA: 2,4) (Target Group: All) (NCLB: 1,2)	Instructional Facilitators, Principal, Teacher(s)	Quarterly	(S)Local Funds	30% or more of all students will score Advanced on STAAR assessments.
4. Tutorials will be offered before school, during lunch, after school, and during Saturday Academies for students who do not pass 80% of the semester assessments, scored 75% or less on the previous standardized state assessment, or receive teacher recommendation for student remediation. (Title I SW: 1,2,9) (Title I TA: 1,3,4) (Target Group: All) (NCLB: 1,2)	Department Heads, Principal, Teacher(s)	Ongoing	(F)Title I	90% of students in need of tutorials will attend tutoring.
5. In conjunction with the AVID program, teachers and students will be trained in and use Cornell Note Taking System using the STAR System (Set-up Paper, Take notes, Apply thinking, Reflect/Revise notes) during instruction to promote enhancement initiatives in promoting critical thinking skills. (Title I SW: 1,9) (Title I TA: 1,3,4) (Target Group: All)	AVID Teacher(s), Instructional Facilitators, Teacher(s)	Ongoing	(O)AVID Grant	80% of students will be using Cornell Note taking system in their classes.

VELA MS

Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 2. Create an environment that supports advanced academic performance

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Algebra I (8th grade) teachers will utilize TI-83 graphic calculators daily as part of math instruction. (Title I SW: 1,9) (Title I TA: 1,4) (Target Group: All, GT) (NCLB: 1,2)	Principal, Teacher(s)	Ongoing	(S)Local Funds	100% of 8th grade Algebra I students will be trained on and regularly using graphing calculators.
7. Daily 90-minute Mathematics instructional blocks will be formed for all students whereby collaborative team teaching will take place between the two teachers on the team, utilizing direct-teach and hands-on strategies. (Title I SW: 1,9) (Title I TA: 2,3,4) (Target Group: All) (NCLB: 1,2)	Principal, Teacher(s)	Ongoing	(S)Local Funds	100% of students will receive 90 minutes of Mathematics instruction.
8. Science teachers will provide students with computer assisted instruction and tutorial activities in Science via STEMScopes and EduSmart software. (Title I SW: 2,9,10) (Title I TA: 1,3,4) (Target Group: All)	Department Heads, Instructional Facilitators, Lab Manager, Teacher(s)	Weekly	(F)Title I, (S)Local Funds	100% of students will utilize the STEMScopes and EduSmart software in Science.
9. All 8th grade Science students will participate in Science Tutorials during Advisory period with interdisciplinary planning amongst the content areas. (Title I SW: 1) (Title I TA: 1,3,4) (Target Group: All)	Teacher(s)	Ongoing	(O)Local Districts	100% participation by all teachers as indicated by classroom observations.
10. Information sessions will be provided to parents and students regarding the PSAT Exam and DUKE TIP program. (Title I SW: 2,9) (Title I TA: 4,7) (Target Group: All, GT) (NCLB: 4,5)	Instructional Facilitators	Fall 2011	(S)Local Funds	5% increase in the number of students taking the PSAT and/or participating in DUKE TIP.
11. The AVID program will provide students with college readiness skills that will enable them to be successful in Pre-AP courses. (Title I SW: 2) (Title I TA: 4) (Target Group: All) (NCLB: 1,2,5)	AVID Teacher(s), CTE Counselors, Director of Advanced Academic Services, Instructional Facilitators	Ongoing	(O)AVID Grant	5% increase in the number of students in AVID.

VELA MS

Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 3. Increase graduation rates

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Registrar will work with the Parental Involvement office to track any student who does not enroll at the beginning of the year as well as those students who withdraw to ensure that these students are enrolled in school in a timely manner. (Title I SW: 1,6,9) (Title I TA: 4) (Target Group: All) (NCLB: 4)	Attendance Officers, Registrar	Ongoing	(S)Local Funds	0.0% of students in grades 7-8 will drop out of school.
2. Attendance clerk will work with the parental involvement office to follow up on students with excessive absences. (Title I SW: 1,2,6,9) (Title I TA: 1) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Attendance Clerk, Attendance Officers	Ongoing	(S)Local Funds	The campus attendance rate will increase by 1%.
3. Utilizing the Alert Now communication system, all parents of students who are absent will be notified on a daily basis. (Title I SW: 6) (Title I TA: 7) (Target Group: All)	Attendance Clerk, Attendance Officers, Director of Communication and KHGN, Director of Technology	daily	(S)Local Funds	1% increase in student attendance.
4. Vela MS teachers will participate in vertical alignment sessions with feeder-pattern high school teachers to ensure alignment of content and preparation of students for success in high school. (Title I SW: 1,2,9) (Title I TA: 2,4) (Target Group: All) (NCLB: 5)	Division of Instruction, Instructional Facilitators, Principal	Yearly	(S)Local Funds	100% of core-area teachers will participate in vertical alignment staff development as indicated by sign-in sheets.

VELA MS

Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 4. Provide and support a guaranteed and viable curriculum with high quality instruction for all

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Departments will meet weekly during designated professional learning community (PLC) time to discuss curriculum and planning issues, with grade-level horizontal alignment as the focus of much of the planning. (Title I SW: 1,8,9) (Title I TA: 2,6) (Target Group: All) (NCLB: 1,2)	Department Heads	bimonthly	(O)Local Districts	100% of core area teachers will participate in CSCOPE development, implementation and application.
2. All staff will participate in a book study of different topics including classroom management, curriculum development, and effective teaching practices. (Title I SW: 2,4,9) (Title I TA: 6) (Target Group: All)	Instructional Facilitators, Principal	yearly	(S)Local Funds	100% of staff will participate
3. Inclusion support will be provided by Special Education staff in the general education classroom. (Title I SW: 1,2,3,8,9) (Title I TA: 1) (Target Group: SPED) (NCLB: 1,3,4)	Campus Staff, Director of Special Education, Paraprofessionals, Special Ed Department, Teacher(s)	Ongoing	(F)IDEA Special Education	100% of Inclusion students will be served by Special Education Personnel
4. Participation in the development and implementation of CScope TEKS-aligned curriculum framework and maintenance of horizontal alignment in all core classes. (Title I SW: 1,8,9) (Title I TA: 4) (Target Group: All) (NCLB: 1,2)	Instructional Facilitators, Principal, Teacher(s)	Ongoing	(F)Title I, (O)Local Districts	100% of teachers will participate in CScope development, implementation and application.
5. All teachers will receive training in INOVA and DMAC software to disaggregate data from state, district and local assessments and use data to guide instructional decisions and planning. (Title I TA: 4) (Target Group: All)	Instructional Facilitators, Principal	Ongoing	(F)Title I, (S)Local Funds	100% of teachers will participate in training.

VELA MS

Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 4. Provide and support a guaranteed and viable curriculum with high quality instruction for all

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Teachers will be released on-campus once per semester by content-area for one-half-day to focus on disaggregation of state, district and local assessment data and identification of specific objectives and students experiencing difficulties and develop a plan to address the areas of greatest need. (Title I SW: 1,8,9) (Title I TA: 2) (Target Group: All) (NCLB: 1,2)	Department Heads, Principal	Once per semester	(F)Title IIA Principal and Teacher Improvement	100% of Reading teachers will participate in release day activities.
7. District Curriculum Assessments (DCAs) will be administered in all core content areas three times per year to monitor student growth. Teachers will adjust curriculum as needed based on analysis results. (Title I SW: 1,8,9) (Title I TA: 1) (Target Group: All) (NCLB: 1,2)	Instructional Facilitators, Principal, Teacher(s)	Quarterly	(S)Local Funds	90% or more of all students will pass STAAR in all assessed content areas.
8. Teachers will participate in District initiatives addressing the development of core content-area District Curriculum Assessments based on TEKS taught and disaggregated student testing data. (Title I SW: 1,8,9) (Title I TA: 4) (Target Group: All) (NCLB: 1,2)	Instructional Facilitators, Principal, Teacher(s)	Ongoing	(S)Local Funds	100% of teachers will participate in data analysis, assessment development, and administration.
9. Implementation of a comprehensive plan (RTI) to ensure adequate data collection and progress tracking in all phases of Reading and Mathematics education, early intervention, appropriate instruction and pre-referrals. (Title I SW: 1,8,9) (Title I TA: 1) (Target Group: All, SPED) (NCLB: 1,2)	Counselor(s), Principal, Teacher(s)	Monthly	(F)Title I, (S)Local Funds	100% of students will be assessed in Reading and Mathematics.

VELA MS

Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 4. Provide and support a guaranteed and viable curriculum with high quality instruction for all

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. Adherence to a pedagogical foundation that is based on convergent scientific Reading research and focuses on five areas of Reading instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension will be used as a basis of the RTI program. (Title I SW: 1,9) (Title I TA: 3) (Target Group: All, SPED) (NCLB: 1,2)	Counselor(s), Principal, Teacher(s)	Ongoing	(F)IDEA Special Education, (F)Title I	100% of students will be assessed in Reading.
11. Thirty to forty-five additional minutes of targeted Reading instruction will be provided to targeted (RTI) students with a teacher-student ratio of 10:1. (Title I SW: 1,9) (Title I TA: 3) (Target Group: All, SPED) (NCLB: 1,2)	Counselor(s), Principal, Teacher(s)	Ongoing	(S)Local Funds	100% of students will be assessed in Reading.
12. Tutorials will be offered in Reading, Writing, Mathematics, Science and Social Studies before school, during lunch, after school, and during Saturday Academies for students who do not pass 80% of the semester benchmarks, scored 75% or less on the previous year's state standardized assessment, or receive teacher recommendation for student remediation. (Title I SW: 1,9) (Title I TA: 1) (Target Group: All) (NCLB: 1,2)	Principal	Ongoing	(S)Local Funds	90% of students in need of tutorials will attend tutoring.
13. Fast ForWord software program will be utilized with students to address skills deficits in memory, attention, processing and sequencing. (Title I TA: 1,3) (Target Group: All) (NCLB: 1)	Instructional Facilitators, Instructional Staff, Lab Manager, Teachers, Special Ed	Daily	(F)IDEA Special Education, (F)Title I	75% of Special Education students will participate in Fast ForWord Reading remediation.

VELA MS

Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 4. Provide and support a guaranteed and viable curriculum with high quality instruction for all

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
14. In conjunction with the AVID program, teachers and students will be trained in and use Cornell Note Taking System using the STAR System (Set-up paper, Take the notes, Apply your thinking, Reflect/Revise notes) during instruction to promote enhancement initiatives in promoting critical thinking activities. (Title I SW: 1) (Title I TA: 4) (Target Group: All)	AVID Teacher(s), Instructional Facilitators, Teacher(s)	Ongoing	(L)Grant - Local	80% of students will be using Cornell note taking system in their classes.
15. Implementation of Odessey Learning software in Mathematics and Reading to provide students enrichment activities with pretests to provide teachers with a baseline of students' needs for the development of individualized growth plans. (Title I SW: 1) (Title I TA: 3) (Target Group: All) (NCLB: 1,2)	Lab Manager, Teacher(s)	Monthly	(F)Title I, (O)Local Districts	85% of Mathematics and Reading classes will utilize Odessey Learning program.
16. Daily 90-minute Mathematics instructional blocks will be formed for all students whereby collaborative team teaching will take place, utilizing direct-teach and hands-on strategies. (Title I SW: 1,9) (Title I TA: 4) (Target Group: All) (NCLB: 1,2)	Principal, Teacher(s)	Ongoing	(F)Title IIA Principal and Teacher Improvement	100% of students will receive 90-minutes of Mathematics instruction.
17. Daily 90-minute Reading / Language Arts instructional blocks will be formed for students in grades 6 and 7 whereby collaborative planning will take place, utilizing direct-teach, learner-centered and hands-on strategies. (Title I SW: 1,9) (Title I TA: 4) (Target Group: All) (NCLB: 1,2)	Principal, Teacher(s)	Ongoing	(F)Title IIA Principal and Teacher Improvement	100% of students in grades 6 and 7 will receive 90-minutes of ELA/R instruction.
18. Similar content-area teachers will cooperatively plan each week to ensure horizontal alignment. (Title I SW: 1,9) (Title I TA: 2) (Target Group: All) (NCLB: 1,2)	Teacher(s)	Weekly	(S)Local Funds	100% of students will receive horizontally aligned instruction.

VELA MS

Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 4. Provide and support a guaranteed and viable curriculum with high quality instruction for all

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
19. Science teachers will receive training and utilize interactive notebooks in their classrooms. (Title I TA: 4,6) (Target Group: All)	Department Heads, Instructional Facilitators, Teacher(s)	Daily	(S)Local Funds	100% of Science teachers will receive training in interactive notebooks.
20. All Science teachers will attend CAST (Conference for the Advancement of Science Teaching) in order to receive added training on strategies for addressing TEKS objectives. (Title I SW: 1,2,4) (Title I TA: 6) (Target Group: All)	Department Heads, Principal, Teacher(s)	Fall 2011	(F)Title I, (F)Title IIA Principal and Teacher Improvement	100% of Science teachers will attend CAST.
21. Teachers and students, in conjunction with the AVID program, will be informed of, trained in, and use WICR (Writing, Inquiry, Collaboration & Reading) strategies during instruction to promote initiatives supporting Reading, Writing, and critical thinking activities. (Title I TA: 4) (Target Group: All)	Instructional Facilitators, Teacher(s)	Ongoing	(O)AVID Grant	80% of students will be using WICR in their Science classes.
22. Reading and Science teachers will collaborate weekly on grade-level to develop an interdisciplinary integration activity. (Title I SW: 1,9) (Title I TA: 2) (Target Group: All) (NCLB: 1,2)	Teacher(s)	Ongoing	(S)Local Funds	100% participation by all teachers as indicated by classroom observations.
23. Implementation of a 25-minute, within the school day, 8th grade Science tutorial time for additional instruction specific to Science objective learning gaps as reflected in disaggregated DMAC/INOVA data, rotating every two weeks based on assessment results. (Title I SW: 1,9) (Title I TA: 1) (Target Group: All)	Principal, Teacher(s)	Bi-weekly	(S)Local Funds	90% of students in need of Science tutorials will attend tutoring.

VELA MS

Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 4. Provide and support a guaranteed and viable curriculum with high quality instruction for all

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
24. Students will be taught commonly missed vocabulary, content-specific vocabulary and concepts, and use of instructional supplements (such as "Measuring Up", "STAAR Coach" and "Reading first through Science"). (Title I SW: 1,9) (Title I TA: 1) (Target Group: All)	Department Heads, Teacher(s)	Weekly	(S)Local Funds	90% of students in need of tutorials will receive tutoring.
25. Library will support student literacy skills by encouraging reading for information and personal interest through ELA/R class visits and flexible visit times. (Title I SW: 1,9) (Title I TA: 4) (Target Group: All) (NCLB: 1,2)	Librarian, Teacher(s)	Ongoing	(O)Local Districts	100% of students will access the Library through their ELA/R classes and on an individual basis.
26. Library will support acquisition and practice of information literacy skills, including critical thinking and problem solving, through collaborative guided instruction with all classes. (Title I SW: 1,2) (Title I TA: 4) (Target Group: All) (NCLB: 1,2)	Librarian, Teacher(s)	Ongoing	(O)Local Districts	100% of students will access the Library through their classrooms.

VELA MS

Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 5. Allocate resources to support high quality instruction based on student needs

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Vela MS will work with district grant writer to actively seek out resource opportunities. (Title I SW: 1,9) (Title I TA: 1) (Target Group: All)	District Grant Writer, Principal, Teacher(s)	ongoing	(L)Local	10% increase in grant applications.
2. In collaboration with PTA, Vela MS will encourage fundraising efforts to address specific campus needs. (Title I SW: 1,2,9) (Title I TA: 1,7) (Target Group: All) (NCLB: 4)	Principal, PTA, Teacher(s)	ongoing	(L)Local	5% increase in student activity funding.
3. Targeted remediation will be provided to identified students via various computer assisted instructional programs including Fast ForWord, Odessey, My Reading Coach, and EduSmart. (Title I SW: 1,2,9) (Title I TA: 1) (Target Group: All) (NCLB: 1,2,4)	Director of Technology, ESL Administrators, Instructional Facilitators, Lab Manager, Teacher(s)	ongoing	(F)Title I, (S)Local Funds	90% of targeted will participate in remediation via computer assisted instruction.
4. Technology will be provided to support students' instructional needs. Laptop carts will be purchased to facilitate instruction. (Title I SW: 1,2,9) (Title I TA: 1) (Target Group: All) (NCLB: 4)	Campus Technologist, Director of Technology, Principal	Fall 2011	(S)Local Funds	50% of technology allotment will be utilized for laptop carts.

VELA MS

Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 6. Provide high-quality systems of support

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Targeted remediation will be provided to identified Special Education, ESL, 504, and RTI students via various computer assisted instructional programs including Fast ForWord, Odessey, My Reading Coach, and EduSmart. (Title I SW: 1,2,8,9) (Title I TA: 1) (Target Group: ECD, ESL, LEP, SPED, Dys) (NCLB: 1,2,4)	Campus 504 Coordinator, Director of Special Education, ESL Administrators, Instructional Facilitators, Teacher(s)	Online	(F)IDEA Special Education, (F)Title I, (F)Title III Bilingual / ESL	Increased performance scores by 10% in each of the identified populations.
2. Via early identification using INOVA data, identified students will be provided counseling and mentors. (Title I SW: 1,2,9) (Title I TA: 4) (Target Group: AtRisk) (NCLB: 4)	Campus Staff, Teacher(s), Teachers - ESL	Ongoing	(F)Title I	Identified students will experience a 5% increase in performance.
3. Tutorials will be offered before school, during lunch, afterschool, and during Saturday Academies for students who do not pass 80% of the semester benchmarks, score 75% or less on assessments, or receive teacher recommendation for student remediation. (Title I SW: 1,2,9) (Title I TA: 4) (Target Group: ESL, LEP, SPED, AtRisk) (NCLB: 1,2,4)	Coordinator for After School Programs, Teachers - ESL, Teachers for Core Subjects, Teachers, Special Ed	Ongoing	(F)IDEA Special Education, (F)Title I, (F)Title III Bilingual / ESL, (S)ACE	10% increase in scores for identified subpopulations.
4. Vela MS will implement the use of Response to Intervention (RTI) for those students identified as needing support. (Title I TA: 4) (Target Group: ECD, AtRisk) (NCLB: 1)	Campus Staff, Counselor(s)	Quarterly	(F)Title I	Identified students will experience vertical scale growth of 30 points.
5. Counseling services will be provided to identified migrant students. (Title I SW: 1,2,9) (Title I TA: 4,8) (Target Group: Migrant) (NCLB: 1)	Coordinator for Migrant Services, Migrant Counselors	Ongoing	(F)Title 1 C - Migrant	100% of migrant students will meet on a regular basis with the migrant counselor.
6. The New Horizons counselor will work with identified at-risk students and their families in order to reinforce the importance of education. (Title I SW: 10) (Title I TA: 4,7,8) (Target Group: AtRisk) (NCLB: 4)	Community In Schools, Coordinator of New Horizons	Weekly	(L)Grant - Local, (O)Outside Community Resources, (S)Grant - State	Identified students will meet with the counselor on a bimonthly basis.

VELA MS

Goal 4. Create a learning organization that ensures high quality instruction, resulting in rigorous academic knowledge and skills for all students.

Objective 6. Provide high-quality systems of support

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Technology will be provided to support students' instructional needs; laptop carts will be purchased to facilitate instruction. (Title I SW: 1,2,9) (Title I TA: 4) (Target Group: All) (NCLB: 4)	Campus Technologist, Director of Technology, Principal	Fall 2011	(S)Local Funds	50% of technology allotment will be utilized for laptop carts.

VELA MS

Goal 5. Inspire students to pursue their passion into post-secondary education.

Objective 1. Establish a culture in which students develop a vision of their post-secondary future

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CTE Counselor will provide student information to parents regarding KUDER Career Assessment results and 6-year graduation plans. (Title I SW: 1,6,9) (Title I TA: 4,7) (Target Group: All)	Counselor(s)	ongoing	(O)Local Districts	95% of 8th graders will be tested with the KUDER Career Assessment program and develop a 6-year graduation plan.
2. Information sessions will be provided to parents and students regarding the PSAT exam and subsequent resources. (Title I SW: 2,9) (Title I TA: 2,3) (Target Group: All) (NCLB: 4,5)	Instructional Facilitators	Fall 2011	(S)Local Funds	The number of students taking PSAT will increase by 5%.
3. The AVID program will provide students with college readiness skills that will enable them to be successful in Pre-AP courses. (Title I SW: 2) (Title I TA: 1) (Target Group: All, GT) (NCLB: 1,2)	AVID Teacher(s), Counselor(s), Director of Advanced Academic Services	Fall 2011	(S)Local Funds	5% increase in the number of students taking PSAT.

VELA MS

Goal 5. Inspire students to pursue their passion into post-secondary education.

Objective 2. Target all students to graduate career, workforce and college-ready

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CTE Counselor will provide information to parents and students regarding KUDER Career Assessment results, 6-year graduation plans and career and college planning. (Title I SW: 1,6,9,10) (Title I TA: 2,7) (Target Group: All, CTE) (NCLB: 5)	CTE Counselors	Ongoing	(O)Local Districts	95% of 8th graders and 100% of AVID students will be tested with KUDER Career Assessment program and develop a 6-year graduation plan.
2. The AVID program will provide students with college readiness skills that will prepare them for success in the PreAP classroom and assist them in becoming college-ready. (Title I SW: 2,10) (Title I TA: 2) (Target Group: All, GT) (NCLB: 5)	AVID Teacher(s), Director of Advanced Academic Services, Instructional Facilitators	Ongoing	(O)AVID Grant	5% increase in AVID enrollment.
3. Provision for career preparation and career awareness is provided through CTE Modular Technology and Career Portals courses. (Title I SW: 1,2,10) (Title I TA: 4,8) (Target Group: All, CTE) (NCLB: 5)	CTE Counselors , Teacher(s)	Ongoing	(S)CTE Funding, (S)Local Funds	50% of students will participate in CTE career courses.



Comprehensive Needs Assessment

Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below.

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|-------------------------------|-------------------------|
| ● AEIS Report | ● At Risk Cognos Report |
| ● _____ | ● _____ |
| ● AYP Report | ● Master Schedule |
| ● _____ | ● _____ |
| ● Enrollment Counts | ● _____ |
| ● _____ | ● _____ |
| ● 2010-2011 Attendance Report | ● _____ |
| ● _____ | ● _____ |
| ● Sp. Ed. Cognos Report | ● _____ |
| ● _____ | ● _____ |

See page 7 of the guide for probing questions related to Demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Student population steadily growing

- Comporable male:female ratio

- Spec Pops are not over/under represented on campus

- Primarily a stable student body

- Class size increasing but still manageable

- Programs in place for special pops

- Staff familiar with the areas our students come from

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Needs

- Increased Diversity of students & staff

- Additional In class support for special pops

- Increased growth & dev.of spec. pops

- Monitor class size in some electives

- Increased opportunities for students who are at risk because of TAKS failures

- Monitor staff size as student population continues to grow

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Summary of Needs

- additional targeted tutoring/ assistance for low performing students in spec pops

- possible addition of staff, tutors, or community professionals

- Train all staff in how to best id and serve at risk students, 504, LEP and sped

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Comprehensive Needs Assessment

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below.

- | | |
|---------------------------------|---------|
| ● TAKS | ● _____ |
| ● _____ | ● _____ |
| ● AEIS Reports | ● _____ |
| ● _____ | ● _____ |
| ● PSAT Reports | ● _____ |
| ● _____ | ● _____ |
| ● Texas Success Initiative Data | ● _____ |
| ● _____ | ● _____ |
| ● TELPAS Results | ● _____ |
| ● _____ | ● _____ |

See page 8 of the guide for probing questions related to Student Achievement.

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.” -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Math-88% - Increase from previous year

- Reading-89%

- Writing 93%

- Research-based interventions

- SS- 95%- Increase from previous year

- Science - 83%- Increase from previous year

- Fast Forward

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Needs

- Program evaluation- procedures for evaluating effectiveness

- Special Education- Reading interventions; science and social studies resources

- LEP (Annual Pre-test, core content Spanish curriculum/resources, Annual post-test.)

- Economically Disadvantaged- Improve passing percentage in all grade and subject areas

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Summary of Needs

- In-service on how to access and utilize data

- Provide staff with time to review data and plan interventions (curriculum alignment, instructional practices, tutorial planning/instruction, and student advisory class placement based on weak progress

- Use teachers' strengths as a platform for PLC's to create consensus driven best practices strategies regarding instruction and assessments.

- Identify students for specific content progress groups, set goals, implement interventions, and progress monitoring.

- Create a plan to evaluate programs and interventions using proven best practices (pre- and post-tests, computer generated data, progress monitoring)

- Use research-based interventions/programs (Odyssey, Fast Forward, INVOVA, D-Mac, C-Scope)

- Investigate ways to bridge the language gap for LEP students

- Provide staff development on ELPS (Via SIOP Training/ Spanish Based Emersion Programs) and monitor teacher implementation through quarterly surveys and a cumulative student progress binder.

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Comprehensive Needs Assessment

School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.
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Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below.

● Student Surveys	●	
_____		_____
● Teacher Surveys	●	
_____		_____
●	●	
_____		_____
●	●	
_____		_____
●	●	
_____		_____

See page 9 of the guide for probing questions related to School Culture and Climate.

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.” -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- 97% of staff feel safe on campus

- 85% of students feel safe on campus

- Clean and new facility

- Comfortable

- Clear guidelines/ expectations

- 87% of students feel a sense of belonging

- 90% of staff rated academic expectations as high

- 95% of staff rated behavior expectations as high.

- 97% of students do not claim any association with gangs.

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Needs

- More team building to integrate new staff

- Increased recognition of staff contributions

- Increased facility decorations

- Increased opportunities for student participation in extra curricular.

- Increased student and staff training on bully prevention.

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Summary of Needs

- Team building activities for staff

- Increased recognition of staff contributions

- Increased facility decorations

- Increased opportunities for student participation in extra curricular.

- Increased student and staff training on bully prevention.

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Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below.

- | | |
|---|---|
| <ul style="list-style-type: none"> ● Teacher Certification/Qualification Data <hr/> ● Paraprofessional and Other Staff Qualifications <hr/> ● Staff Effectiveness in Relation to Student Achievement <hr/> ● PDAS and/or Other Staff Effectiveness <hr/> ● Special Program Qualifications Data <hr/> | <ul style="list-style-type: none"> ● Professional Development Data <hr/> ● Recruitment and Retention Strategies and Other Data <hr/> ● <hr/> ● <hr/> ● <hr/> |
|---|---|

See page 10 of the guide for probing questions related to Staff Qualifications, Recruitment and Retention.

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.” -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- 100% Highly Qualified Teachers

- Staff Development is ongoing

- New Teacher Support

- Teachers with Diverse Professional Backgrounds

- Administrators are open-minded with their method of Recruitment: Traditional Application, Job Fair, etc.

- Retention of Teachers is good because of helpful Administrators and Staff

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Needs

- Online applications get overlooked

- More time is needed for Veteran Teacher to work with New Teacher on 1st day/1st week procedures.

- Saturday work hours for the month of August.

- More opportunities for New Teachers to observe Veteran Teachers by grade levels.

- Department Heads to schedule more department meetings for collaboration.

- Inform Teachers of opportunities to earn supplemental pay through extracurricular activities.

- Placing a time limit on how long positions that earn supplemental pay are held.

- Teachers are given information on Educational and Career opportunities/promotions

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Summary of Needs

- Online applications get overlooked

- More time is needed for Veteran Teacher to work with New Teacher on 1st day/1st week procedures

- More opportunities for New Teachers to observe Veteran Teachers by grade levels.

- Department Heads to schedule more department meetings for collaboration.

- Inform Teachers of opportunities to earn supplemental pay through extracurricular activities.

- Placing a time limit on how long positions that earn supplemental pay are held.

- Teachers are given information on Educational and Career opportunities/promotions

- Saturday work hours for the month of August.

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Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources:

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below.

- | | |
|--|--|
| <ul style="list-style-type: none"> ● CScope <hr/> ● YAGS <hr/> ● Master Schedule <hr/> ● VADS <hr/> ● TAKS Scores <hr/> | <ul style="list-style-type: none"> ● DCA (Benchmarks) <hr/> ● Technology <hr/> ● Common Formative Assessments <hr/> ● Fast Forward Data <hr/> ● <hr/> |
|--|--|

See page 11 of the guide for probing questions related to Curriculum, Instruction and Assessment.

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.” -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- C-Scope and textbooks are aligned to the TEKS

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- TAKS scores reveal comprehension of TEKS

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- A constant evaluation of assessments

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- Following C-Scope YAGS in monitoring the curriculum

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- Campus is following across the board the implementation of C-Scope and supplemental material

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- Fast Forward Program yielded positive results

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Needs

- Evaluating data more in depth.

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- DMAC training in order to get reports that would be more individualized for Student Expectation.

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Summary of Needs

- Activities and learning are aligned and seen through implementation of C-Scope
- Across the campus everyone is following the YAGS. We are provided evidence that
- we are being successful by the results on our TAKS scores. However, we need to
- analyze our data more in depth. We need additional training where the teachers will
- be able to with ease get reports that would be beneficial and individualize tutorials

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Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services
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Data Sources Reviewed

The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson

List the actual data sources reviewed below.

- | | |
|---|---------|
| ● Committee Feedback | ● _____ |
| ● PTA Board Feedback | ● _____ |
| ● Parent Volunteers Logs | ● _____ |
| ● Parent Center Presentation Sign in Sheets | ● _____ |
| ● Open House Sign in Sheets | ● _____ |

See page 12 of the guide for probing questions related to Family and Community Involvement.

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.” -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- CIS Program(CaseManager Home Visits)

- Parent Center (Volunteer Opportunities)

- ACE Program

- Proactive Practices by teachers

- Community Activities(Winter Wonderland)

- PTA

- Communication: School Website

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Needs

- Better Communication between School & Home

- Activities that partner with Families, Teachers, & students

- Provide Parent Center time to bring speakers to speak to parents

- Provide activities at varied times to allow parents to participate

- Staff to assist with home visits

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Summary of Needs

- Parent Volunteers: More parents to assist more days

- Continue to build continuous communication between school & home

- Need adopt a school corporate sponsor

- Family oriented activities that partner with Teachers & students

- Parent orientation day/visitation day

- Send at large e-mails/newsletter to inform parents about upcoming events

- Parent Conferences on early release days: discuss failures, follow ups, positive feedback

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School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below.

- | | |
|--|---|
| <ul style="list-style-type: none"> ● school map and physical environment <hr/> ● program support service <hr/> ● supervision structure <hr/> ● duty rosters <hr/> ● master schedule <hr/> | <ul style="list-style-type: none"> ● decision-making process <hr/> ● leadership: formal and informal <hr/> ● communication: formal and informal <hr/> ● support services <hr/> ● <hr/> |
|--|---|

See page 13 of the guide for probing questions related to School Context and Organization.

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.” -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- organization support

- science and math tutoring

- academic team meetings

- physical environment

- academic teaming

- PLC

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Needs

- increase communication: formal and informal

- targeting specific TEKS/ STAAR objectives during tutoring

- increase parental involvement

- consistent information from administration to staff

- adequate training for the new teacher/mentor program

- staff consistently accessing and reviewing campus planning/event calendar

- Establishing and maintaining a Crime Stoppers program with sustaining goals and

- Increase students access to report wrong doings at the campus level

- Establish a process to disseminate information from DEIC and TAC meetings to staff.

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Summary of Needs

- Increase Parental Involvement

- Increase communication: formal and informal

- Consistent information from administration to staff

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Comprehensive Needs Assessment

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources:

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders
-

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent

List the actual data sources reviewed below.

- | | |
|--|----------------------------------|
| ● Texas STaRChart | ● Technology Hardware & Software |
| _____ | _____ |
| ● Survey of Teachers | ● _____ |
| _____ | _____ |
| ● Tech-Related Prof. Development | ● _____ |
| _____ | _____ |
| ● HCISD Technology Policies & Procedures | ● _____ |
| _____ | _____ |
| ● HCISD Technology Plan | ● _____ |
| _____ | _____ |

See page x of the guide for probing questions related to Demographics.

Findings/Analyses

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.” -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Internet/Intranet wireless connectivity in all Rooms; wired in most rooms
- Use of technology to cover TEKS
- Use of technology to develop higher-order thinking skills
- Multiple computer aided instruction programs and databases to enrich learning
- District-Level Technology Plan, including longterm goals and replacement cycles
- Some variety in available equipment
- Enthusiasm to learn and use basic technology
- Clearly outlined District-level acceptable use policy
- Access to student performance data on state and local assessments
- _____

Needs

- Increased prof. dev. to support technology integration in the curriculum
- More computers for student use
- Campus-wide awareness of available computer aided instruction programs
- Ability to access media-rich online learning
- Campus-level funding to meet demands of District's longterm goals & replacement cycle
- Handheld 21st Century tools for student use to enrich learning appropriately
- Classroom-to-classroom collaboration via online resources (webcams, skype, etc.)
- Updated District-level acceptable use policy to include current-day tech uses
- _____
- _____

Summary of Needs

- Increased professional support for utilization of technology to enhance student learning through high-order thinking skills and student-directed learning.
- Establishment of additional computer labs or mobile labs for student to complete technology rich research and assessments.
- Inform faculty & staff of CAI programs and online resources available to enrich learning
- Ability to access media-rich, interactive online instructional materials
- Handheld learning tools for student use to interact with technology-based materials (iPods, classroom response systems, etc.)
- Infrastructure, policy, and equipment to provide students with 21st Century skills in the academic environment
- Updated District-level technology use policies and accompanying staff and student training to meet current-day technology uses
- _____
- _____
- _____

Demographics

additional targeted tutoring/ assistance for low performing students in spec pops
possible addition of staff, tutors, or community professionals
Train all staff in how to best id and serve at risk students, 504, LEP and sped

School Culture and Climate

Team building activities for staff
Increased recognition of staff contributions
Increased facility decorations
Increased opportunities for student participation in extra curricular.
Increased student and staff training on bully prevention.

Curriculum, Instruction and Assessment

Across the campus everyone is following the YAGS. We are provided evidence that we are being successful by the results on our TAKS scores. However, we need to analyze our data more in depth. We need additional training where the teachers w be able tow ith ease get reports that would be beneficial and individualize tutorials

School Context & Organization

Increase Parental Involvement
Increase communication: formal and informal
Consistent information from administration to staff

Student Achievement

- In-service on how to access and utilize data
- Provide staff with time to review data and plan interventions (curricular)
- Use teachers' strengths as a platform for PLC's to create consensus driven
- Identify students for specific content progress groups, set goals, implement
- Create a plan to evaluate programs and interventions using proven best practices
- Use research-based interventions/programs (Odyssey, Fast Forward, IEP)
- Investigate ways to bridge the language gap for LEP students
- Provide staff development on ELPS (Via SIOP Training/ Spanish Based Instruction)
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Teacher Quality

- Online applications get overlooked
- More time is needed for Veteran Teacher to work with New Teacher on
- More opportunities for New Teachers to observe Veteran Teachers by grade
- Department Heads to schedule more department meetings for collaboration
- Inform Teachers of opportunities to earn supplemental pay through extra
- Placing a time limit on how long positions that earn supplemental pay are
- Teachers are given information on Educational and Career opportunities
- Saturday work hours for the month of August.
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Family & Community Involvement

- Parent Volunteers: More parents to assist more days
- Continue to build continuous communication between school & home
- Need adopt a school corporate sponsor
- Family oriented activities that partner with Teachers & students
- Parent orientation day/visitation day
- Send at large e-mails/newsletter to inform parents about upcoming events
- Parent Conferences on early release days: discuss failures, follow ups, success
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Technology

- Increased professional support for utilization of technology to enhance instruction
- Establishment of additional computer labs or mobile labs for student to connect
- Inform faculty & staff of CAI programs and online resources available to students
- Ability to access media-rich, interactive online instructional materials
- Handheld learning tools for student use to interact with technology-based

- Infrastructure, policy, and equipment to provide students with 21st Century Learning Skills
- Updated District-level technology use policies and accompanying staff training
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