Mission Statement
We challenge and encourage each student to achieve and demonstrate academic excellence, technical skills, and responsible citizen

Board Goals
1. NEISD will prepare our students for college and workforce readiness by challenging them to maximize their knowledge, technological skills, and potential for learning through both academic achievement and personal excellence.
2. NEISD will provide and maintain safe, supportive, and equitable learning environments for our students.
3. NEISD campuses will serve as centers for community involvement.
4. NEISD will develop and promote positive relationships through communication, involvement, and partnerships with our community.
5. NEISD will emphasize character development and civic responsibility.
6. NEISD will continue to use best practices in its efficient and effective management of District resources.
7. NEISD will recruit and retain exemplary employees committed to student excellence, best practices, and professional growth.
8. NEISD will foster a culture of health and wellness among our students, staff, and community.
<table>
<thead>
<tr>
<th>Board Goals</th>
<th>Target Areas</th>
<th>Performance Objectives / Strategies</th>
<th>Measurable Evaluation Criteria</th>
<th>Timeline</th>
<th>Responsible Person(s)</th>
<th>Cost / Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, 6</td>
<td>College and Career Readiness</td>
<td>Provide curriculum and instructional experiences that use strategies that promote sophistication of thought by: • teaching multiple perspectives on a topic • exploring different ways of thought • advanced problem solving • implementing Scholastic Assessment Test (SAT) word of the week • posting SAT word of the week in the morning announcements • incorporating a word wall in the cafeteria where students will view the words throughout the school year</td>
<td>Increase the percent of students scoring at the masters grade level on STAAR by 1% for all students taking State of Texas Assessments of Academic Readiness (STAAR) Reading, Writing, Math, Science and Social Studies</td>
<td>August 2017 - June 2018</td>
<td>Administrators, Dean, and Teachers</td>
<td></td>
</tr>
<tr>
<td>1, 2, 6</td>
<td>College and Career Readiness</td>
<td>Close the achievement gaps of underrepresented student groups to include economically disadvantaged, at-risk, English language learners (ELL), special education (SPED), African Americans (AA), and Hispanic students by: • identifying all students who are economically disadvantaged, at-risk, English Language Learners, Special Education, African Americans, and Hispanic who have failed, at risk of failing, or who didn’t earn a progress measure in 2017 • providing professional development of best-practices in all content areas • touring college campuses one time a year with 50 randomly selected students • conducting college day every Friday – teachers and staff wear college shirts to promote initiative • addressing parent’s awareness of other options besides students’ class ranks for college admissions through PTA evening meeting • creating college rich environment through library and cafeteria including college pennants throughout school • presenting students with Pre-Advanced Placement (Pre-AP) and AP preparation and understanding in regards to Grade Point Average (GPA) and rank in high school</td>
<td>Increase the percent of students showing growth to 70% for students expected progress and 40% for students accelerated progress 10% of our students will show growth to the next achievement level on STAAR</td>
<td>August 2017 - June 2018</td>
<td>Administrators, Dean, Teachers and Parent Teacher Association (PTA)</td>
<td></td>
</tr>
<tr>
<td>Board Goals</td>
<td>Target Areas</td>
<td>Performance Objectives / Strategies</td>
<td>Measurable Evaluation Criteria</td>
<td>Timeline</td>
<td>Responsible Person(s)</td>
<td>Cost / Resources</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td>-------------------------------------</td>
<td>--------------------------------</td>
<td>----------</td>
<td>-----------------------</td>
<td>-----------------</td>
</tr>
</tbody>
</table>
| 1, 2, 6     | Reading/ELA Improvement Required (IR) – Special Education (SPED) | Improve instruction in reading and English by:  
• providing common planning for teachers  
• collaborating and design effective lessons  
• focusing on strategies to implement best practices for literacy using student performance data and intervention strategies which include questioning, monitoring comprehension, locating text evidence to support answers, annotation and using key words.  
• encouraging college readiness by using purposeful talk strategies that include Say Something, Turn and Talk, Paired Reading, Jigsaw Discussion, and Literature Circles. Instruction and learning by utilizing technologies such as Google Classroom, Google Docs, iPads, Chrome Books, Smartboard, and student choice apps  
• enhancing instruction and learning by utilizing technologies such as Google Classroom, Google Docs, iPads, Chrome Books, Smartboard, and student choice apps  
• incorporating vocabulary strategies such as Lead4ward, word walls, and anchor charts | Increase student achievement in STAAR Reading to 94%  
Increase the percent of students showing growth to 70% for students expected progress and 40% for students accelerated progress  
65% of all Special Education students will approach grade level on Reading STAAR | August 2017 – June 2018 | Administration, Department Leaders, Teachers and Specialists | |
| 1, 2, 6     | ELAR Pre-AP | Raise rigor to prepare for college readiness using the following strategies:  
• use questioning strategies that promote sophisticated thought  
• increase the level of text complexity in a variety of format  
• promote outside reading  
• conduct Socratic Seminars using challenging pieces of text  
• use text evidence to respond to open-ended questions  
• ensure that students read and annotate richly layered text with challenging vocabulary, figurative language and thought provoking literary devices | Increase Reading STAAR performance in masters grade level for all reading and writing Pre-AP students to 55% | August 2017 – June 2018 | Administration, Department Leaders, Teachers and Specialists | |
## Campus Instructional Improvement Plan

<table>
<thead>
<tr>
<th>Board Goals</th>
<th>Target Areas</th>
<th>Performance Objectives / Strategies</th>
<th>Measurable Evaluation Criteria</th>
<th>Timeline</th>
<th>Responsible Person(s)</th>
<th>Cost / Resources</th>
</tr>
</thead>
</table>
| 1, 2, 6     | Writing/ELA Improvement Required (IR) – Special Education (SPED) | Improve instruction in writing by:  
- targeting focus strategies in expository, narrative and short answer responses  
- using modeling techniques to write with the students, read and discuss professional models, read student models in the text prior to writing Lead4ward strategies  
- applying scaffolding that include brainstorming techniques, writing outlines and organizers, peer editing and discussions  
- implementing best practices from the following resources: Gretchen Bernabei’s *Crunchtime* and *Reviving the Essay*, Kelly Gallagher’s *Write Like This*, and Jeff Anderson’s *Everyday Editing* and *Ten Things Every Writer Needs*  
- writing at least two pieces in English and Reading each nine-week grading period to assess instructional practices and student readiness  
- Enhance instruction and learning by utilizing current technologies such as Google Classroom, Google Docs, iPads, Chrome Books, Smartboard, and student choice apps such as Piktograph, Prezi and Movie Maker | Increase student achievement in STAAR Writing to 93%  
Increase the percent of students showing growth to 70% for students expected progress and 25% for students accelerated progress  
65% of all Special Education students will approach grade level on Reading STAAR | August 2017 – June 2018 | Administration, Department Leaders, Teachers, and Specialists |
| 1, 2, 6     | Response to Intervention | Ensure the effective implementation of the Response to Intervention (RtI) process by training teachers on:  
- purpose of RtI, research-based best practices and differentiated instruction  
- identifying 100% of the students in need of RtI  
- training teachers on the new RTI process and procedures | 100% of students receiving support through RtI will show growth in their progress measure | August 2017 – June 2018 | Academic Dean, Counselors, Teachers, and LSSP |
<table>
<thead>
<tr>
<th>Board Goals</th>
<th>Target Areas</th>
<th>Performance Objectives / Strategies</th>
<th>Measurable Evaluation Criteria</th>
<th>Timeline</th>
<th>Responsible Person(s)</th>
<th>Cost / Resources</th>
</tr>
</thead>
</table>
| 1, 6        | Mathematics Improvement Required (IR) – Special Education (SPED) | Increase active and cognitive student engagement in all math classes by:  

- collaboratively planning lessons require students to reflect, analyze and synthesize their learning  
- providing opportunities for students to show what they know by using Think-alouds, Talk Moves and Turn and Talk  
- working interdependently on tasks that require students to process their learning at the application level or higher  
- incorporating vocabulary strategies, such as word walls, flipped vocabulary lesson, Lead4ward strategies and anchor charts  
- enhancing instruction and learning by utilizing current technologies, such as iPads, Flipping the Classroom, Smartboard, Glencoe Online Textbook, and Texas Instruments (TI) Inspire calculators  
- having students set goals for each benchmark and unit assessment | Increase student achievement in STAAR Math to 94%  
65% of all Special Education students will approach grade level on Math STAAR | August 2017 – June 2018 | Administration, Department Leaders, Teachers, and Specialists | |
| 1, 6        | Mathematics Pre-AP | Provide learning experiences in mathematics that use strategies to promote sophistication of thought by:  

- teaching multiple perspectives of topics  
- providing students opportunities to collaborate on advanced problem-solving tasks  
- requiring a higher level of response from students to show deeper understanding  
- incorporating vocabulary strategies, such as word walls, flipped vocabulary lesson, and anchor charts | Increase Algebra I End-of Course (EOC) performance in masters grade level for all Algebra students to 67% | August 2017 – June 2018 | Administration, Department Leaders, Teachers, and Specialists | |
## Board Goals  
1, 2, 6  

### Target Areas: Science

<table>
<thead>
<tr>
<th>Performance Objectives / Strategies</th>
<th>Measurable Evaluation Criteria</th>
<th>Timeline</th>
<th>Responsible Person(s)</th>
<th>Cost / Resources</th>
</tr>
</thead>
</table>
| Promote an environment that encourages discovery and inquiry in science by:  
  - providing meaningful scientific investigations, with in-depth and specific observation, data collection and organization, and thoughtful analysis to stimulating independent thinking  
  - choosing and using appropriate equipment, including technology, for measurements and data collection  
  - collaborating and communicating with other students scientifically  
  - reading and writing scientifically with evidence making connections to the big ideas in science  
  - incorporating vocabulary strategies, such as word walls, Frayer model, Marzano’s 6 steps, Lead4ward and anchor charts  | Increase student achievement in STAAR Science to 96%  
70% of all Special Education students will approach grade level on Science STAAR | August 2017 – June 2018 | Administration, Department Leaders, Teachers, and Science Safety Officer |  |
| Increase active and cognitive student engagement in Pre-AP science classes by:  
  - providing extensive laboratory experiences, including practice in designing experiments, interpreting data, and evaluating results using scientific language  
  - regularly using technology to solve problems, experiment, interpret results, and verify conclusions | Increase on science STAAR performance in masters grade level for all Pre-AP students to 40% | August 2017 – June 2018 | Administration, Department Leaders, and Teachers |  |
<table>
<thead>
<tr>
<th>Board Goals</th>
<th>Target Areas</th>
<th>Performance Objectives / Strategies</th>
<th>Measurable Evaluation Criteria</th>
<th>Timeline</th>
<th>Responsible Person(s)</th>
<th>Cost / Resources</th>
</tr>
</thead>
</table>
| 1, 2, 6     | Social Studies | Increase active and cognitive student engagement in all social studies classes by using the following strategies:  
  - use Lead4ward strategies and Perspective Based Learning strategies: Two Character Dialog, Writing Windows, Investigative Strategies, and Letters/Responses  
  - match assessments to TEKS and provide tutoring and extra practice during and after school based on individual student need  
  - increase vocabulary by using word sorts, graphic organizers, personalized vocabulary notebooks, and Frayer’s Model  
  - differentiate Instruction by utilizing strategies that promote communication through Think-Ink-Pair-Share, Jigsaw groups, inside-outside circles, debates, odd-one-out, and creation and presenting of visuals  
  - utilize Socratic questioning methods that requires higher thinking and reasoning  
  - encourage all students to think deeply and write critically, teachers provide essay outlines, T-Charts to identify Similarities and Differences, provide Sentence Stems, and diagrams to scaffold the writing process by ensuring students write a Data Based Questioning (DBQ) once every 9-weeks  
  - use writing protocols by social studies teachers will demonstrate that students are incorporating STAAR writing standards in the social studies content  
  - increase student awareness and involvement by setting a goal for each writing assessment  
  - integrate technology to provide addition opportunities for inquiry based on learning and sharing  
  - use technology, such as iPads, Chromebooks, Google Docs, Smart Google Classroom and Kahoots, to help check for understanding | Increase student achievement in STAAR Social Studies to 90%  
  - 65% of all Special Education students will approach grade level on Social Studies STAAR | August 2017 – June 2018 | Administration, Department Leaders, and Teachers | Cost / Resources |
<table>
<thead>
<tr>
<th>Board Goals</th>
<th>Target Areas</th>
<th>Performance Objectives / Strategies</th>
<th>Measurable Evaluation Criteria</th>
<th>Timeline</th>
<th>Responsible Person(s)</th>
<th>Cost / Resources</th>
</tr>
</thead>
</table>
| 1, 2, 6     | Social Studies Pre-AP | Increase active and cognitive student engagement in all Pre-AP classes by:  
- working interdependently on tasks that require students to process their learning at the application level or higher  
- providing opportunities for students to show mastery of content  
- collaboratively planning lessons requiring students to reflect, analyze and synthesize their learning  
- questioning and conducting self-led analysis of documents applied to critical writing  
- using writing protocols will demonstrate that students are incorporating STAAR writing standards in the social studies content  
- increasing student awareness and involvement by pre-writing as a class  
- integrating technology to provide additional opportunities for inquiry based learning and sharing  
- implementing guided and student led web and Cornell notes to draw conclusions and inference effect on events in history | Increase Social Studies STAAR approaches grade level performance for all Pre-AP students to 92% and masters grade level to 47% | August 2017 – June 2018 | Administration, Department Leaders, and Teachers | |
| 1, 2, 6     | Accelerated Instruction All core subject tested areas | Increase academic performance of at-risk students, including special education by:  
- extending the school day with tutoring Monday, Tuesday, and Thursday with weekly attendance records  
- offering transportation for identified students in need  
- providing targeted small group intervention through the State Compensatory Education - Empowering Dreams (SCE-ED) Program | At least 70% of the identified at-risk students will approach grade level on the STAAR assessment | October 2017 – May 2018 | Administrators, Math SCEED tutor, Teachers, and Academic Dean | SCE-ED funds not to exceed $5,022 |
<table>
<thead>
<tr>
<th>Board Goals</th>
<th>Target Areas</th>
<th>Performance Objectives / Strategies</th>
<th>Measurable Evaluation Criteria</th>
<th>Timeline</th>
<th>Responsible Person(s)</th>
<th>Cost / Resources</th>
</tr>
</thead>
</table>
| 1, 2, 6     | Accelerated Instruction | Increase academic performance of at-risk students by:  
• identifying “at-risk” students with a second semester or final grade average of 60-69 in their core subjects  
• extending instruction by re-teaching TEKS through course recovery and summer programs  
• offering instruction to include co-teaching, assigned Edgenuity course, and other campus created lessons to meet the anticipated needs of all students | 100% of described at-risk students will be identified and invited to participate in course recovery program  
100% of students will earn the final grade of 70 and meet promotion requirements to the next grade level  
100% of students that do not meet this expectation will be registered for NEISD summer school | June 11-14, 2018 | Academic Dean, 3 Teachers, and Counselors | $1,650 SCE-ED funds |
| 1, 2        | Gifted and Talented (GT) | Maintain high academic performance of Gifted and Talented students through:  
• the integration of technology, differentiation strategies and lessons created to accommodate learning styles  
• teachers utilizing benchmark data and create student reflections immediately following benchmarks  
• academic enrichment for selected math GT students to provide more exposure to problem solving | 90% of GT students will master grade level on their math, science, social studies, writing and reading STAAR | August 2017 – June 2018 | Administration, GT Teacher, and Teachers |
<table>
<thead>
<tr>
<th>Board Goals</th>
<th>Target Areas</th>
<th>Performance Objectives / Strategies</th>
<th>Measurable Evaluation Criteria</th>
<th>Timeline</th>
<th>Responsible Person(s)</th>
<th>Cost / Resources</th>
</tr>
</thead>
</table>
| 1, 2, 6     | English Language Learners (ELL) | Improve competency in oral communication and writing skills by emphasizing:  
  • personal journals (notes, vocabulary, writing practice)  
  • differentiated questioning  
  • Gretchen Bernabei writing techniques with modeling  
  • cooperative grouping with oral discussions  
  • visuals with music (vocabulary enriched web sites)  
  • Sheltered Instruction Observation Protocol (SIOP) strategies using the English as a Second Language (ESL) Flipbook  
  Increase affective, cognitive and linguistic proficiencies of ELLs and increase their reading levels by:  
  • participating in after school tutorials  
  • providing professional development opportunities, providing training for teachers who work with ELL students on best practices and SIOP strategies using the ESL Flipbook  
| At least 90% of participating students will increase by 1 proficiency level TELPAS  
  Show a 10% increase on approaching grade on STAAR in reading and 5% writing | August 2017 – June 2018 | Administration, Teachers, and ESL Staff | |
| 1, 2, 6     | ELL | Improve ELL students’ understanding of pathways to college through:  
  • class discussion of college in English as a Second Language (ESL) classes  
  • tours of college campuses to promote a college driven atmosphere  
  • researching college information during ESL | 100% of ESL classroom students will participate in college bound lessons | August 2017 – June 2018 | Administration, Teachers, and ESL Staff | |
# Campus Instructional Improvement Plan

<table>
<thead>
<tr>
<th>Board Goals</th>
<th>Target Areas</th>
<th>Performance Objectives / Strategies</th>
<th>Measurable Evaluation Criteria</th>
<th>Timeline</th>
<th>Responsible Person(s)</th>
<th>Cost / Resources</th>
</tr>
</thead>
</table>
| 1, 2, 6     | Students who did not meet or exceed progress measure | Increase the number of meets and masters grade level scores by:  
• identifying student who did not meet or exceed progress measures  
• creating an Individual Success Plan for 100% of students requiring an intervention  
• monitoring 100% of ISP’s within each grading cycle  
• implementing individualized tiered instruction that includes strategies such as small purposeful grouping, remediation, enrichment, and differentiation by student choice  
Monitor progress of the identified student groups by:  
• identifying student performance on summative assessments, common assessments and benchmark assessments throughout each grading cycles and semester  
• meeting with students to set individual goals and identify areas of academic focus  
• making instructional changes to meet the academic goals of each student  
• measuring student progress | Increase the percent of students reaching expected or accelerated progress for all STAAR Reading to 75% and for Math to 68% | August 2017 – June 2018 | Administration, Dean, and Teachers | |
| 2, 3, 4, 5, 8 | Disenfranchised Students | Make student connections by:  
• creating a mentoring program that will consist of all faculty and leadership staff who volunteer to mentor a student  
• maintaining 8th grade PALS as mentors to 6th grade students  
• encouraging every student to actively participate in school clubs generating opportunities for students learn about and join many clubs and/or student organizations on campus for all grade levels  
• maintaining 0% dropout rate by decreasing the number of disenfranchised students | Increase student club participation by 25% across all grade levels  
Participation of 100% of volunteers in mentorship program creating a 50% drop in identifiable disenfranchised students | August 2017 – June 2018 | Administration, Dean, PALS Sponsor and Teachers | |
## Campus Instructional Improvement Plan

<table>
<thead>
<tr>
<th>Board Goals</th>
<th>Target Areas</th>
<th>Performance Objectives / Strategies</th>
<th>Measurable Evaluation Criteria</th>
<th>Timeline</th>
<th>Responsible Person(s)</th>
<th>Cost / Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, 3, 4, 5, 7</td>
<td>Guidance</td>
<td>Increase College and Career Awareness by advising students and parents regarding the importance of higher education and coursework designed to prepare students for higher education.</td>
<td>Our counselors will meet with 100% of students to discuss the importance of a rigorous curriculum and the importance of a higher education</td>
<td>August 2017 – June 2018</td>
<td>Counselors</td>
<td></td>
</tr>
<tr>
<td>1, 2, 6</td>
<td>Special Education IR reading, Math and Writing</td>
<td>Support all special education students by: • progress monitoring every 3 weeks • collaborating with the general education teacher to discuss progress monitoring results • implementing and revising interventions every 3 weeks as needed • progress monitoring using data from programs such as Read 180 and Moby Max which will be reviewed with case manager and Special Education Coordinator Enrolling students in Reading Lab and also in appropriate grade level reading course to expose them to the full range of TEKS and rigor of course while continuing to close gaps</td>
<td>A minimum of 65% of Special Education students will approach grade level on STAAR tests</td>
<td>August 2017 – June 2018</td>
<td>Administration, Dean, Special Education Coordinator, and Teachers</td>
<td></td>
</tr>
<tr>
<td>1, 2, 6</td>
<td>Special Education (SPED) IR – Reading, Math and Writing</td>
<td>Provide a direct teach of replacement behaviors of the day by instructing teacher with collaboration from SPED teacher and staff through: • communication system will be set up to allow teachers and administrators to contact the redirection teacher (staff) for immediate support in the classroom when needed • every student will be observed in their day to ensure that they are receiving academic instruction from their core teachers by either teacher or paraprofessional • the redirection staff will be able to provide individualized flexible support to each student that is monitored by redirection • students will be able to implement the learned behaviors and social skills in the class room daily</td>
<td>Decrease the level of support for redirection students by 1 from direct to monitoring</td>
<td>August 2017 – June 2018</td>
<td>Special Education Coordinator and Redirection Teacher</td>
<td></td>
</tr>
</tbody>
</table>
## Board Goals

1, 2, 3, 4, 5, 6, 8

## Target Areas

Leadership Development

## Performance Objectives / Strategies

Build capacity of student leadership, student and teacher empowerment and instruction in 21st century skill and provide pathways for accessing engaging programs that integrate leadership and real world connections such as:

- Student Council
- PALS
- NJHS
- Athletics
- Fine Arts
- After school clubs
- Young Historians

## Measurable Evaluation Criteria

100% of club sponsors will maintain club/UIL attendance rosters and document and publicize achievements

100% of classrooms will incorporate opportunities for students to develop “real life” leadership skills

## Timeline

August 2017 – June 2018

## Responsible Person(s)

Principal, AP, Counselors, and Teachers

## Cost / Resources

-
<table>
<thead>
<tr>
<th>Board Goals</th>
<th>Target Areas</th>
<th>Performance Objectives / Strategies</th>
<th>Measurable Evaluation Criteria</th>
<th>Timeline</th>
<th>Responsible Person(s)</th>
<th>Cost / Resources</th>
</tr>
</thead>
</table>
| 1, 2, 5, 6  | Safe, Civil and Productive School | Maintain a safe, civil, and productive environment, provide character education, and reduce the number of office referrals by:  
- incorporating the SDFS program into the campus curriculum including goals and strategies for violence prevention. Utilizing TAB (T-wolves Against Bullies)  
- arranging discipline assemblies to foster positive student interaction  
- providing PTA parent presentation and discussion on iGuardians to keep students safe online.  
- posters in the halls, teacher training, Academic Individual Motivation (AIM) classes for student training  
- Bully Box by the library as well as on our website for anonymous tips  
- participating in district Foundations: School wide Positive Behavior Support (PBIS) training workshops.  
- continuing the active involvement of FAC (Faculty Advisory Committee) to observe the campus for areas of need and make data-driven decisions regarding campus procedures  
- providing additional support to students struggling academically, creating an Individualized Success Plan (ISP) to meet the student’s individual learning needs, and contacting parent/guardian  
- incorporating the CHAMPs model as a classroom management strategy | Teacher office referrals will be reduced at least 10%  
Referrals for bullying will decrease by 5-10%  
100% of students who are struggling academically will receive parent contact and have an active ISP | August 2017 – May 2018 | Administration, Academic Dean, Counselors, TAB sponsor, FAC Teachers, Parents, and Students | |
| 1, 2, 4, 5, 6, 8 | Safe, Civil and Productive School *Drug and Alcohol Prevention | Reduce drug and alcohol infractions by:  
- using Red Ribbon Week activities to show their pride in taking a stand against drugs and alcohol  
- providing students and parents educational presentations to create awareness about substance abuse  
- teaching parents strategies for engaging in conversations with their children about the warning signs and dangers of tobacco, alcohol, prescription and over-the-counter medications | Drug and alcohol related office referrals will decrease at least 1% | August 2017 October 2017 Red Ribbon Week | Principal, Assistant Principals, PAL Sponsor, Counselors, and Campus Police Officer | |
## Campus Instructional Improvement Plan

<table>
<thead>
<tr>
<th>Board Goals</th>
<th>Target Areas</th>
<th>Performance Objectives / Strategies</th>
<th>Measurable Evaluation Criteria</th>
<th>Timeline</th>
<th>Responsible Person(s)</th>
<th>Cost / Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2</td>
<td>Student Attendance</td>
<td>Improve student attendance by effectively using the District Attendance Tracking Web application to track student attendance daily which provides a proactive and preventative approach towards truancy and excessive absences.</td>
<td>100% of the parents of absent students will be contacted  Increase our average daily attendance rate to 98% each 6 weeks.</td>
<td>August 2017 – June 2018</td>
<td>Administration, Attendance Committee, and Attendance Clerk</td>
<td></td>
</tr>
<tr>
<td>1, 6</td>
<td>Secondary Physical Education &amp; Health Programs</td>
<td>Implement an 85% rule of attainment for all students to reach the healthy fitness zone of the FitnessGram. This will be achieved in the following ways:  - implement intense fitness training (cardiovascular endurance)  - include circuit training (flexibility)  - increase in muscular strength through weight room and resistant bands</td>
<td>100% of the PE students will be assessed with the FitnessGram</td>
<td>August 2017 – June 2018</td>
<td>Dance, PE, Athletic Coaches and Health Teachers</td>
<td></td>
</tr>
<tr>
<td>1, 2, 3</td>
<td>Secondary Physical Education &amp; Health Programs/Community Involvement</td>
<td>Increase physical activity and health opportunities for students outside of the regular school day by promoting activities such as:  - Get FIT club  - Field Day  - Health fairs  - Summer camps at Tejeda MS and Johnson HS  - Siclavia (city events)  - Dance performances (NESA/JHS)  - 3 gardens for growing own food</td>
<td>100% of the PE students will be encouraged to participate in community events</td>
<td>August 2017 – June 2018</td>
<td>Administration, Get Fit Sponsor, Athletic Coordinator, PE Department Coordinator, Dance teacher</td>
<td></td>
</tr>
<tr>
<td>3, 4, 6</td>
<td>Community/Parent Involvement</td>
<td>Promote community and parent involvement through:  - PTA- Distracted Driving Program  - Pup Camp  - Howl at the Moon  - Principal’s Weekly Update  - Veteran’s Day  - Extra-Curricular Athletic and Fine Arts Events  - Art Exhibition Gallery  - Greenback Night  - History Fair  - Olive picking from the olive grove</td>
<td>100% of community and parents will have the opportunity to attend events</td>
<td>August 2017 – June 2018</td>
<td>Administration Counselors Teachers</td>
<td>CAF-$7,000 SAF-$7,000</td>
</tr>
</tbody>
</table>