

Palestine Independent School District
A.M. Story Intermediate School
2017-2018 Campus Improvement Plan
Accountability Rating: Met Standard

A.M. Story Intermediate is located at 5300 North Loop 256 in Palestine, TX. The campus offers a continuum of services designed to meet the individual needs of all learners. The mission of Palestine ISD and A.M. Story Intermediate is to foster relationships that excite, engage, and empower our students and community to achieve excellence.

Mission Statement:

The Mission of A.M. Story is to foster relationships that Excite, Engage, and Empower our students and community to achieve Excellence.

CORE VALUES:

Success for ALL **T**eam Effort **O**pportunity for all **R**espect for all **Y**es, I can attitude

Comprehensive Needs Assessment Demographics

Demographics Summary 765 students (Boys = 52%, Girls = 48%)

Grade Span - 4th - 6th grades

White = 27%, Hispanic = 42%, AA = 24% Other = 7%

Economically Disadvantaged: 81.3%

English Language Learners: 22%

Mobility Rate: 13.6%

Percent Served by Special Education: 10.7%

A. M. Story Intermediate has the TEA 2017 Met Standard Accountability Rating:

Index 1: Student Achievement = 64 (Target Score is 60); 1,242 points earned from possible 1,939

Index 2: Student Progress = 37 (Target Score is 32); 522 points earned from possible 1400

Index 3: Closing Performance Gaps = 33 (Target Score is 28); 792 points earned from possible 2,400

Index 4: Postsecondary Readiness = 28 (Target Score is 12); 112 points earned from possible 400

Safeguards Performance Rates:

Performance Status State:

Reading 2 out of 7 met

Mathematics 6 out of 7 met

Writing 4 out of 6 met

Science 1 out of 6 met

Areas to address:

Reading: African American-56%, Hispanic 57%, Sped 29%, EcoDis 58%, ELL 50%

Mathematics: Sped 38%

Writing: White-59%, EcoDis 58%

Science: African American-39%, Hispanic-52%, EcoDis-51%, Sped-27%, ELL-42%

STRATEGIC GOAL STATEMENTS:

Story will implement the following:

- 1. Balanced Literacy focus for the campus (DEAR, Guided Reading, LLI, Continuum with Fountas & Pinnell)**
- 2. Mathematics curriculum for Interventions (Moving with Math & Guided Math)**
- 3. Lucy Calkins Writing and writing across the curriculum**
- 4. Literacy-Infused Science using Technology Opportunity Curriculum (LISTO)**
- 5. Cooperative learning for students - Kagan structures**

Story Intermediate Campus Action Team 2017-2018

Name	Position Parent, Business, Community, Teacher, etc.	Term
Susanne Eiben	Assistant Superintendent (District Personnel)	
Jaime Clark	Principal	
Michael Esparza	Assistant Principal	
Linda Holmes	Assistant Principal	
Rebecca Huff	Assistant Principal	
Stacey Carr	4th ELA/Social Studies Teacher	2016-2018
Julia Poff	4 th ELA/Social Studies Teacher	2016-2018
Rachel Thigpen	4 th Math Teacher	2017-2019
Kassie Ripley	4 th Writing/Science Teacher	2017-2019
Tammy Barrera	4th & 6th grade ELL teacher	2016-2018
Casey Enox	5 th ELA/Social Studies Teacher	2016-2018
Jessica Baker	5 th Science Teacher	2017-2019

Donna Gill	5th Math Teacher	2016-2018
Benisha Blake	6 th ELA Teacher	2016-2018 *
Lynna Loviette	6 th ELA Teacher	2017-2019 *
Amy Birtman	Parent	2016-2018
Breanne Alder	Parent	2017-2019
Robin Stallings	6 th Math Teacher	2017-2019
Angela Nichols	TACE Site Coordinator	2017-2019
Tracie Chapa	Counselor	2016-2018

Campus Needs Assessment Summary

Strengths:

93% believe high expectations are communicated to parents by school staff.

91% believe the school climate promotes learning.

93% believe teachers have the opportunity to have input to school leaders.

94% believe that teachers are involved in the staff development at the campus level.

96% believe there are specific objectives/skills that all students are expected to master.

100% believe classroom instruction is guided by identified objectives.

91% believe students are engaged from bell to bell.

96% believe assessment results are used to plan instructional programs.

Areas to address:

- 1) 58% have a clear understanding of the RTI process.**
- 2) 75% believe all necessary supplies and materials for basic skills instruction are available.**
- 3) 40% believe there is sufficient staff in this school to meet the needs of its students.**
- 4) 67% believe low-achieving students believe they are capable of learning what's being taught.**
- 5) 58% believe this school has clear, consistent rules for students.**

According to the annual Needs Assessment, these areas were chosen as needs for the Story campus for 2017-2018.

STUDENT NEEDS

1. RTI program - We will focus on developing this program for all students.
 - a. The RTI committee will meet every six weeks with each individual teacher to discuss their students and their interventions.
 - b. We will send letters home to all students with the list of interventions needed.
 - c. We will use the LLI curriculum for Reading improvement.
 - d. Programs are in place to provide early intervention and support for students.
 - e. Story's Response to Intervention program will continue to be utilized as a primary line of student and teacher assistance for struggling learners.
 - f. The RTI committee will have access to all CBA and benchmark data.
 - g. The TACE after school tutorial time will implement the same strategies discussed during the RTI meetings to further assist our struggling students. This grant-sponsored program opportunity is before and after school with district provided transportation. We will target our medium/low performing students to attend TACE tutoring and to work with our interventionists on campus.
 - h. We will add a RTI behavior intervention including our counselor.
2. TEKS resources
 - a. We will increase the knowledge base of our teachers with the TEKS online resources page.
 - b. Instructional coaches will train the staff on the TEKS resources page and content.
 - c. CBAs and benchmarks will be given every three weeks to assess the student's knowledge of the TEKS.
 - d. Teachers will add one open-ended question to each CBA for writing improvement and depth of understanding.
3. Basic skills improvement
 - a. Students will have DEAR time every morning from 7:45 - 8 AM.
 - b. Students will use the LLI program for pullouts for reading improvement and all 6th grade Reading academic support classes.
 - c. We will implement Guided Reading in every ELAR room.

- d. We will implement a Reading Incentive program.
 - e. Students will have after school math tutoring for basic skills.
 - f. Guided math/math workshop will be implemented in math classrooms.
4. Story admin meet with lead teachers, team teachers and faculty each six weeks to address staff.
 5. Implement addition parent involvement activities to encourage and ensure student success.
 6. We will train staff on discipline at Story.
 - a. Training with levels of discipline.
 - b. Review lunch detention list weekly.
 - c. Email and/or talk with teachers about consequences given to students.
 - d. Implement after school detention.
 - e. Parent Meetings with behavior issues in classrooms.
 - f. Kagan Structures for engagement.
 - g. Kagan Discipline structures.
 - h. Positive reinforcements - Incentive Days, brag tags, shoutouts, positive office referrals, etc

*****Gifted and Talented programming and Pre-Advanced Placement classes will ensure that a particular emphasis to added rigor and heightened expectations will be maintained; along with the STEAM initiative. Additionally, qualifying students in fourth and fifth grade will participate in the elementary version of PLTW- LAUNCH. We will incorporate coding, PBL and Spanish with our Launch classes.

PARENT NEEDS – Parent communication is a key to developing strong relationships with our families. Instructional staff will sustain a continuous line of communication with parents for all information pertaining to the child.

This will be done through:

1. Phone calls, weekly progress reports/emails, student planners and using the Remind messaging system with classes
2. TACE
3. Parent Meetings
4. Parent/Student activity each month - Open House, Fall Festival, Christmas Night of Reading, Thanksgiving Feast, Family Fitness Night, Field of Readers, Math Family Night, etc.
5. PTO organization

6. Parents asked to serve on committees
7. Parent newsletters
8. Teacher/school webpages
9. TEAMS parent portal

STAFF NEEDS -Grade level departments need time to collaborate and analyze student mastery of learning objectives to ensure that data driven decision-making is taking place in a collective manner.

1. PLC (Professional learning communities) will continue to meet at least once per week (during the day).
2. Teams will also meet following formal assessments to review student performance and establish S.M.A.R.T. goals with emphases placed on reteaching strategies. All instructors will seek best practices from each other by collaboration and observations.
3. Professional development activities will be layered in order to strive for a true learning community.
4. Instructional coaching and peer observations
5. Tech trainings in PLC meetings along with iPad training will enhance this effort.
6. Flex Days will be used for professional development in needed areas.
7. Edmodo blogging about best teaching practices
8. Book studies - Guided Math, Guided Reading, and The Fundamental Five
 - Guided math/workshop training
 - Guided reading training
9. Kagan Structures for cooperative learning - Train all staff
10. Professional Development DOK levels
11. Professional Development LLI
12. Formalized testing will occur every three weeks, which informal assessments of student gains will conducted on a weekly basis
13. The Story staff will collaborate with representative from the Curriculum Department to ensure that all assessments maintain the pace of the necessary scope and sequence while also adjusting to the unique circumstances of each student's needs.
14. Professionally Develop on STAAR blueprints and testing procedures.

Our staff must create and utilize consistent methods for testing students which ensure that academic rigor is balanced with a structured approach to the eventual expectations for STAAR.

School Culture and Climate

School Culture and Climate at A.M. Story Intermediate continues to place learners as the priority in all decisions. A safe, caring learning environment where good communication and collaboration builds trust is the daily expectation. At A.M. Story, we have high expectations, engaging lessons, cooperative learning, and creative lessons that cover the TEKS are critical key components for student achievement. Our staff uses PLC meetings to horizontally and vertically align our curriculum. These conversations raise awareness, partner with others content areas, take action, and drive change within our campus are some of the ways students have a voice in their work. From crafting engaging work with planned collaboration and sharing to the use of high yield teaching and learning strategies, learners and classroom leaders take their learning out to the real world as critical thinkers and problems solvers for the 21st Century.

Staff Quality, Recruitment, and Retention

A.M. Story is pleased to have a highly qualified staff at Story Intermediate. All staff is certified in their area. In addition, we have a teacher retention committee that meets monthly to explore ways to retain staff at Story each year. A few items being discussed are: fun events as a staff outside of the day, incentive pay, monthly snacks/treats for staff, monthly parent/community events, weekly PLC meetings to build collaboration, involving the new staff members in the community (Community theater, parades, fun runs, etc), staff Christmas party, etc.

Strengths Professional staff annually complete required continuing education in the following areas:

1. Gifted / Talented - 6 hours update per year
2. Technology - ongoing integration in professional development and classroom implementation at the point of need
Bloodborne Pathogens, Diabetes, Bullying, Harassment, Child-Find, Child Abuse, FERPA, Copyright and Fair Use, and other state-mandated updates
3. New Staff participate in New Teacher Academies and Mentor Groups as assigned; buddies and mentors assist new staff and we have a new teacher meeting each six weeks with different areas to address for new teachers.
4. Eduphoria tools such INSPIRE (teacher appraisal instruments including walk-throughs),DMAC and other educational online instruments to ensure ongoing application of current best teaching.
5. Staff Book Study this year: Guided Reading and Guided Math. The Fundamental Five
6. Surveys are conducted to assist in future planning and needs--students, staff, parents, and community members.
7. Staff Quality, Recruitment, and Retention Needs Focus for the coming year includes: Balanced Literacy Program using The Continuum of Literacy Learning (Fountas and Pinnell), Guided Reading, Guided Math, LLI, Kagan -

Cooperative Learning, TEKS resources online, Lucy Calkins Writing, Writing across the curriculum, Instructional rounds and coaching, Tech Tuesdays, and DOK levels training.

Parent and Community Involvement Summary

A.M. Story Intermediate is proud to have a continuously supportive Parent Teacher Organization (PTO) who volunteer their time and talents to support our campus in extraordinary ways. It is the mission of the PTO to offer methods of communication, funds for student programs, provide teacher recognition, assist in event planning, and generally support learners and classroom leaders with the resources needed to be successful.

Beginning of the year activities: Staff In-service meal, Spirit Wear Days, Welcome Back Breakfast, Summer learning incentives, supplies for classrooms, Behavior Incentive trips, Open House booth, T-shirts sells for Story, Homecoming booth with mums and garters for students, Spring Field Day, Teacher Appreciation Week , and many other items.

Parents are encouraged to follow us on: Campus Website - www.palestineschools.org A.M. Story Intermediate School
Remind messages - @storyi Twitter - #storylions17 Facebook - Palestine ISD

Parent events each month at A.M. Story:

Meet the Teacher

Open House

Fall Festival

Thanksgiving Meal

Christmas Reading event

Family Fitness Night

Field of Readers

Math & Science Family nights

TACE events - Painting night's, homecoming mum making, pumpkin making, etc.

Goal 1: A.M. Story Intermediate will increase academic success through opportunities provided by the campus and district.

Objective 1: We will structure the process of RTI (Response to Intervention) and deepen the understanding for parents & teachers.

Strategy Description	Title I	Staff Responsible For monitoring	Evidence that Demonstrates Success	Formative Reviews
RTI meetings each six weeks.		Teachers, Admin, TACE Coordinator, and Counselor		
Counselor classroom observations and suggestions.		Teachers, Admin, Counselor		
Letters to parents with list of interventions.		Teachers, Admin, TACE Coordinator, and Counselor		
Use LLI curriculum of reading improvement.		Teachers, Admin, Aides		
Teachers have RTI folder/notebook for students needing intervention.		Teachers, Admin, TACE Coordinator, and Counselor		
Training at the beginning of the year for the RTI process.		Teachers, Admin, TACE Coordinator, and Counselor		
Shared document for teacher feedback.		Teachers, Admin, RTI team		

RTI behavior observations and suggestions.		Teachers, Admin, TACE Coordinator, and Counselor		
Folder on all students with applied interventions.		Teachers, Admin, Aides and Counselor		
Parent meetings about interventions with POD.		Teachers, Admin, TACE Coordinator, and Counselor		
After school math tutoring to improve basic skills.		Teachers, Admin		
Spring pullout program for interventions.		Teachers, Admin, Aides, instructional coaches		
Instructional coaches to support and suggest interventions.		Teachers, Admin, TACE Coordinator, Instructional coaches and Counselor		
TACE after school program.		Teachers, Admin, TACE Coordinator		

Objective 2: Deepen the level of understanding of TEKS for all content areas.

Strategy Description	Title I	Staff Responsible For monitoring	Evidence that Demonstrates Success	Formative Reviews
Administer grade-level assessments for all subjects as one way to evaluate proper alignment and instructional rigor.		Teachers, Admin, Aides		
TEKS resources training for staff.		Teachers, Admin, TACE Coordinator, Instructional coaches, Aides		
Staff will utilize TEKS and SEs with the curriculum to improve instruction and designing of engaging, meaningful lessons that provide instructional rigor at appropriate levels.		Teachers, Admin, TACE Coordinator, Instructional coaches, Aides		
Staff will identify, implement, and evaluate research-based instructional strategies and methodologies to meet all learner needs in core areas (examples include IStation, Khan Lead4Ward, STEMScopes, ED Galaxy and more.		Teachers, Admin, TACE Coordinator, Instructional coaches, Aides		
Use of curriculum document for planning and designing lessons. To deepen the level of TEKS. Conceptual understanding included.		Teachers, Admin, TACE Coordinator, Instructional coaches, Aides		

Design engaging TEKS lessons in order to increase academic rigor through Kagan structures.		rTeachers, Admin, TACE Coordinator, Instructional coaches, Aides			
Engage in professional development opportunities: Tech Tuesday, Region 7 activities, Seesaw development & smartboard lessons.		Teachers, Admin, TACE Coordinator, Instructional coaches, Aides			
Provide opportunities for para-professionals to demonstrate competency on TEKS in DLC meetings on Flex Days.		Teachers, Admin, TACE Coordinator, Instructional coaches, Aides			
Design engaging lessons in order to increase academic rigor and relevance of all content areas with additional emphasis on writing, math, reading, and science. Use of Lead4Ward resources will assist in addressing target goals within core area using TEKS resources.		Teachers, Admin, Instructional coaches, Aides			
TEKS Math - collaborative Region 7 5th &6th teachers all.		Math Teachers, Admin, Instructional coaches			
TEKS Training - Region 7 (look into this)		Teachers, Admin, TACE Coordinator, Instructional coaches, Aides			
TEKS Flipcharts from Mentoring Minds, used during PLC lesson planning.		Teachers, Admin, TACE Coordinator, Instructional coaches, Aides			
CBA/Benchmarks aligned to TEKS and conduct data analysis sessions after each CBA/Benchmark.		Teachers, Admin, TACE Coordinator, Instructional coaches, Aides			

Objective 3: Increase the basic skills for all students.

Strategy Description	Title I	Staff Responsible For monitoring	Evidence that Demonstrates Success	Formative Reviews
Staff will provide differentiated instruction and extension opportunities for identified learners (launch, academic support classes, flex days, and field trips).		Teachers, Admin, TACE Coordinator, and Counselor		
Basic skills test at the beginning, middle and end of the year.		Teachers, Admin, TACE Coordinator, Instructional coaches, Aides		
Provide parents feedback on the student's basic skill level and interventions to practice at the school and home.		Teachers, Admin, TACE Coordinator, and Counselor		
Create school-wide motivational days integrating social and core curriculum area (Christmas Reading Night, DEAR Daily, Field of Reader & Science & math Night.		Teachers, Admin, TACE Coordinator, Instructional coaches, Aides		
Read-a-louds by PHS Varsity Football and Community members for K-5th classrooms.		Community members, Teachers, Admin, TACE Coordinator, and Counselor		
Leveled Literacy Intervention Program		Teachers, Admin, TACE Coordinator, Instructional coaches, Aides		

Guided Reading in all classrooms.		Reading Teachers, Admin, Instructional coaches, Aides		
Utilize lead teachers & instructional coaches to develop strong teaching practices.		Teachers, Admin, TACE Coordinator, Instructional coaches, Aides		
LISTO program for Science		Science Teachers, Admin, Aides		
Guided Math & math workshop		Math Teachers, Admin, TACE Coordinator, and Counselor		
After school math tutorials		Math Teachers, Admin, TACE Coordinator, and Counselor		
TACE - Reading focus		Teachers, Admin, TACE Coordinator		
Create activities for learners to improve basic skills through technology (such as Education Galaxy, iStation, STEMScopes, Google Docs, Khan Academy, Flocabulary) and other educational software programs loaded on iPads.		Teachers, Admin, TACE Coordinator, Aides and Counselor		
Incorporate open ended questions on all CBA's.		Lead Teachers, Teachers Admin		
Add Lucy Calkins writing curriculum		ELAR and Writing Teachers, Admin, TACE Coordinator, Aides		

Use of mentor sentences in each grade level.		ELAR and Writing Teachers, Admin, Aides			
Staff will integrate technology using Osmos, iPads & smartboards for basic skills/improvement. Students will receive 1:1 devices		Teachers, Admin, TACE Coordinator, and Technology support			
Staff will support student use of Web Apps tools (blogging, skypeing, social networking, Google, etc.).		Teachers, Admin, TACE Coordinator, and Technology support			
Engage in professional development opportunities to enhance student engagement: Tech Tuesday, Region 7 activities, Seesaw development & smartboard lessons.		Teachers, Admin, TACE Coordinator, and Technology support			

Objective 4: Communicate with parents about academic successes/needs and have school events to build rapport

Strategy Description	Title I	Staff Responsible For monitoring	Evidence that Demonstrates Success	Formative Reviews
Parent community events each month to build positive relationships.		Parents, Teachers, Admin, TACE Coordinator, and Counselor		
Student planners - Family engagement		Parents, Teachers, Admin, Aides		
Open House - Parent feedback form, parent conferences, report card pick up		Teachers, Admin, TACE Coordinator, Aides, Parents, and Counselor		
Facebook, newsletter, parent email through TEAMS, webpage teachers, campus webpage		Parents, Public Relations Coordinator, Teachers, Admin, TACE Coordinator, Aides, and Counselor		
School will communicate and share parent resources and letters related to the importance and research on attendance.		Parents, Teachers, Admin and Registrar		
Principal's Plan for Attendance Recovery will be in place for students with high level of absences in order to regain academic recovery time.		Teachers, Admin, TACE Coordinator, and Counselor		

Learners with perfect attendance for the semester will be recognized		Teachers, Admin, TACE Coordinator, and Counselor		
Sustain and elevate the level of involvement on the campus where schools, home, and community collaboratively work toward overall sustained student access. Examples, PTO news, Progress Reports, Parent Conferences, Parent meetings, etc.		PTO, Parents, Teachers, Admin, TACE Coordinator, and Counselor		
Host Grandparents day for Breakfast & encourage grandparent support.		Parents, Teachers, Admin, TACE Coordinator, and Counselor		
Digital Newsletters		Teachers, Admin, TACE Coordinator, and Counselor		
Remind messages for parent involvement		Teachers, Admin, TACE Coordinator, and Counselor		
Academic Awards/Ceremony each six weeks		Teachers, Admin, TACE Coordinator, and Counselor		
Report card pickup for 1st six weeks		Teachers, Admin, TACE Coordinator, Aides, and Counselor		
Promote student achievement & character through recognitions for attendance, honor rolls, character qualities, and citizenship at 6-weeks grade level celebrations.		Teachers, Admin, TACE Coordinator, and Counselor		
Survey parents regarding school needs.		Teachers, Admin, TACE Coordinator, and Counselor		

Plan Campus Improvement Committee Meetings to involve all stakeholders in campus decisions and events.		Teachers, Admin, TACE Coordinator, and Counselor			
Provide opportunities for students and other colleges to observe and perform student teaching at our campus.		Teachers, Admin, TACE Coordinator, and Counselor			
Collaborate with PTO in sponsoring events such as Grandparent's Week, Book Fairs, Spirit Days, and monthly meetings.		Teachers, Admin, TACE Coordinator, and Counselor			
Incorporate word of the week in special classes for vocabulary enrichment.		Teachers, Admin, TACE Coordinator, and Counselor			

Goal 2: A.M. Story Intermediate will work with our staff members, district members, parents and community members to ensure the discipline policy is clear and consistent with all students.

Objective 1: Communicate with teachers and parents about discipline issues on the campus

Strategy Description	Title I	Staff Responsible For monitoring	Evidence that Demonstrates Success	Formative Reviews
Continue to sustain ongoing relationships as contributing partners with parents, grandparents, uncles, etc.		Teachers, Admin, TACE Coordinator, and Counselor		
Utilize mentor/buddy for new staff.		Teachers, Admin, TACE Coordinator, and Counselor		
Phone calls and parent meetings about discipline		Teachers, Admin, TACE Coordinator, and Counselor		

Email or meet with teachers about students with behavior issues.		Teachers, Admin, TACE Coordinator, and Counselor		
Monthly principal meeting for teacher feedback		Teachers, Admin, TACE Coordinator, and Counselor		
Google survey each semester for teacher feedback.		Teachers, Admin, TACE Coordinator, and Counselor		
Administrator will meet with teachers each semester about discipline.		Teachers, Admin, TACE Coordinator, and Counselor		

Objective 2: Lower the number of out of classroom placements

Strategy Description	Title I	Staff Responsible For monitoring	Evidence that Demonstrates Success	Formative Reviews
Lunch meeting conflict resolution classes		Teachers, Admin, TACE Coordinator, and Counselor		
Work with district SRO, local fire dept, and other community stakeholders to enhance safety and security of our campus while teaching our learners the importance of community helper support in daily lives.		Teachers, Admin, TACE Coordinator, and Counselor		
Behavior Incentive Days		Teachers, Admin, TACE Coordinator, and Counselor		
After school detention		Teachers, Admin, TACE Coordinator, and Counselor		
Kindness Challenge - Rachel's Challenge		Teachers, Admin, TACE Coordinator, and Counselor		
Restorative Discipline (Assistant Principals attend Tough Kid Toolbox workshop)		Teachers, Admin, TACE Coordinator, and Counselor		
RTI meeting each six weeks.		Teachers, Admin, TACE Coordinator, and Counselor		
Admin Meetings every two weeks to discuss discipline issues.		Teachers, Admin, TACE Coordinator, and Counselor		

Kagan Structure training for all staff		Teachers, Admin, TACE Coordinator, and Counselor			
Required parent communication before assigning detention.		Teachers, Admin, TACE Coordinator, and Counselor			
Positive Office referrals		Teachers, Admin, TACE Coordinator, and Counselor			
Character Key tags		Teachers, Admin, TACE Coordinator, and Counselor			
Positive Shout-outs		Teachers, Admin, TACE Coordinator, and Counselor			
MVP luncheons		Teachers, Admin, TACE Coordinator, and Counselor			
Maintain and develop strategies to create a positive, safe learning community by providing training on campus, district, and state-mandated trainings; the campus crisis response plans (drills); prevention of unwanted verbal aggression; sexual abuse; harassment, and other maltreatment of children (SB471); violence prevention, early mental health intervention and suicide prevention (HB1386); dating violence; and bullying in public schools (HB1942 as developed through the Data Integrity Monitoring System, and procedures addressing bullying).		Teachers, Admin, TACE Coordinator, and Counselor			

Objective 3: Engage all students in cooperative learning

Strategy Description	Title I	Staff Responsible For monitoring	Evidence that Demonstrates Success	Formative Reviews
Kagan structures for cooperative learning		Teachers, Admin, TACE Coordinator, and Counselor		
Character Education - book each six week		Teachers, Admin, TACE Coordinator, and Counselor		
Implementation and integration of Character Counts along with a staff Character Council. Through the study of the 6 pillars of character, the counselor will lead the campus in this character building integration.		Teachers, Admin, TACE Coordinator, and Counselor		
Devise student guidance sessions for large and small group (Conflict resolution, anger mgmt, divorce, grief, classroom guidance lessons & social skills) to develop skills in identifying emotions, responding sensitively to others, impulse control, problem-solving, etc.		Teachers, Admin, TACE Coordinator, and Counselor		
Maintain and rehearse the campus Crisis Response Plan, Lockdown, Fire Evac, Shelter-in-Place, and eval procedures; continuing ongoing assessment of campus.		Teachers, Admin, TACE Coordinator, and Counselor		
Execute an awareness of bullying through guidance lessons, announcements, and other media outlets. Rachel's Challenge		Teachers, Admin, TACE Coordinator, and Counselor		

Create campus-wide motivational days integrating social and core curriculum areas (Announcements, Character Pillar of the six weeks, Red Ribbon Week, Family Fitness Night, Book Fair Weeks, PTO events, Grandparents Day, field trips and grade level fine arts programs.		Teachers, Admin, TACE Coordinator, and Counselor			
PE: Participate in various campus-wide events such as Fitness Gram, Gobbler Gallop & Family Night Events throughout the year.		Teachers, Admin, TACE Coordinator, and Counselor			
Resources are provided for students designated as in need, Backpack program.		Teachers, Admin, TACE Coordinator, and Counselor			
Creation of Character Education webpage off of the campus webpage to include Pillar of Month Focus, Resources for Parents, etc.		Teachers, Admin, TACE Coordinator, and Counselor			