

Bland Elementary School Campus Improvement Plan

2009-2010

Approved by the Board of Trustees

Legal References

- Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)

Mission Statement

The mission of Bland ISD is to encourage and support the personal growth of its students in their development of attitudes, knowledge and skills; the most important skills to be taught are how to think, how to learn, and how to act.

Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc	Signature
Janis Hodo	Principal	
Jan Poss	Counselor	
Melissa Jenkins	4 th Grade Teacher	
Kristen Poe	ESL Teacher	
KaLynn Blount	3 rd Grade Teacher	
Monica Blankenship	2 nd Grade Teacher	
April Wells	Lunch Program Clerk/PTO President	
Donna Sandlin	Parent	
Deidra Klemm	Parent	
Brenda Wigington	Business Representative Merit Post Office	
Carolyn McCullough	Business Representative McCullough Paint and Glass	
Jill Singleton	3 rd Teacher	

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee.

Participants	Data Sources Examined
<i>Janis Hodo, Principal</i>	<div style="border: 1px solid black; padding: 10px;"> <p><i>AEIS</i></p> <p><i>Federal Accountability Data for AYP</i></p> <p><i>TAKS Data--disaggregated</i></p> <p><i>District PEIMS reports</i></p> <p><i>PBMAS reports</i></p> <p><i>District retention data</i></p> <p><i>District discipline referral data</i></p> <p><i>Parent, Community, Teacher, and /or Student surveys</i></p> <p><i>Student attendance data</i></p> <p><i>Benchmark testing data</i></p> <p><i>Referral percentages for students in Special Education</i></p> <p><i>TPRI data</i></p> <p><i>ITBS results</i></p> <p><i>Campus parent participation records</i></p> <p><i>Teacher retention data</i></p> </div>
<i>Jan Poss, Counselor</i>	
<i>Monica Blankenship, Teacher</i>	
<i>Melissa Jenkins, Teacher</i>	
<i>Kristen Poe, ESL Teacher</i>	
<i>April Wells, Lunch Program clerk/PTO President</i>	
<i>Carolyn McCullough, Business representative</i>	
<i>Brenda Wigington, Business representative</i>	
<i>Deidra Klemm, parent</i>	
<i>Donna Sandlin, parent</i>	
<i>Jill Singleton, Teacher</i>	

Comprehensive Needs Assessment: Summary of Findings

Bland Elementary School has need for improvement in the areas of:

Prioritized Areas of Concern	
Areas of Concern	Data Source
TAKS Math Grades 3-4 for Eco. Disadvantaged students TAKS Math Grade 3 all students TAKS Math Grade 3 Hispanic students TAKS Math Grade 5 all students	State Accountability (AEIS)
TAKS Reading Grades 3-4 for LEP students	State Accountability (AEIS)
Reading and Math Totals on ITBS for Grade 1	ITBS
Technology to access general education curriculum and least restrictive environment.	PBMAS SPPs

In this plan, the term “student groups” refers to students who are H, W, AA, ED, LEP, G/T, and Special Education

State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this Campus: \$95,825

Total FTEs funded through SCE at this Campus: **1.89**

The process we use to identify students at risk is:

1. Did not perform satisfactorily on TPRI (Texas Primary Reading Inventory) in Kindergarten, 1st Grade, or 2nd Grade.
2. Did not perform satisfactorily on TAKS in 3rd or 4th Grade.
3. Was not advanced from one grade level to the next for one or more school years.
4. Is a student of limited English proficiency.
5. Is homeless.

Students are exited from the SCE program when they no longer meet the criteria listed above.

State Compensatory Education Program

**Program Evaluation/Needs Assessment
AT-Risk Students Grades 3-4**

TAKS	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Students At-Risk	95.5%	67.5%	74%	89%	65%	87%	90%	75%	88%	NA	NA	NA	NA	NA	NA
Students Not At-Risk	94.5%	89.5%	97%	98%	90%	100%	96%	91%	100%	NA	NA	NA	NA	NA	NA

**Program Evaluation / Needs Assessment
All Students Grades 3-5
2009**

TAKS	Math % Met Standard	Reading % Met Standard	Writing % Met Standard	Science % Met Standard
3 rd Grade	81%	95%	NA	NA
4 th Grade	95%	95%	99%	NA
5 th Grade	80%	89%	NA	88%
3 rd and 4 th	89% / 99% w/TPM	95% / 96% w/TPM	99% w/TPM	NA

The comprehensive, intensive, accelerated instruction program at this district/campus consists of tutorials for students at risk, summer school, supplemental reading and math classes, and an additional reading/math teacher for six months during the school year, and Learning for Life character-building program to enhance student responsibility and self-esteem.

Upon evaluation of the effectiveness of this program the committee finds that:

- Students are benefiting from the extra time spent with the additional reading/math teacher.
- Summer School is effective, especially for LEP students.
- Two research-based reading programs for Tier I and Tier II students who are at risk of not achieving at grade level has been implemented (Imagination Station and Headsprout) and a new math textbook is in place.
- C-SCOPE curriculum has been implemented.

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Title I Schoolwide Components

1. Comprehensive needs assessment.
2. Schoolwide reform strategies that are based on scientifically based research.
3. Instruction by highly qualified staff.
4. High-quality and on-going professional development.
5. Strategies to attract high-quality highly qualified teachers to high-needs schools.
6. Strategies to increase parental involvement.
7. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic standards shall be provided with effective, timely additional assistance.
10. Coordination and integration of Federal, State and local services and programs.

Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students.

Program/Funding Source
Federal Programs
Title XIV SFSF
Title I, Part A
Title II, Part A (TPTR)
Title II, Part D (Technology)
Title IV, Part A (Drug Free)
Title I ARRA
Title II ARRA
ESL
IDEA-B, IDEA-B ARRA
State Programs/Funding Source
Student Success Grant
ESL Program
State Compensatory Education
Gifted / Talented
Special Education
Local Programs/Funding Source
PreKindergarten grant

Goal 1: Bland Elementary will maintain Exemplary rating and be on track for 100% student proficiency by 2014 (NCLB).

Objective 1: By May 2010, 90% of all students in Grades 3-5 and each student subgroup, including Special Education students tested, will pass all portions of the state assessment. The Economically Disadvantaged subgroup in math will improve to 90%.

Objective 2: This Campus will meet AYP in every area measured.

Objective 3: 90% of students in Grades K-2 will score at the 40th percentile or higher in Reading and Math on the Iowa Test of Basic Skills (ITBS) by 2012. Students in Grade 1 will improve Math/Reading ITBS scores.

Summative Evaluation: 90% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet AYP.

AEIS Data 2008-09	All Students	H	W	AA	ED	Migrant	LEP	Spec. Ed.	GT		
% Met Standard on TAKS Reading	95% 96% w/TPM	--	98%	--	93% 95% w/TPM	--	--	100%	--		
% Met standard on TAKS Math	89% 99% w/TPM	--	94% 99% w/TPM	--	86% 98% w/TPM	--	--	100%	--		
% Met standard on TAKS Writing	100%	--	100%	--	100%	--	--	--	--		
Average % on ITBS Reading	K – 87% 1 st – 50% 2 nd – 71%										
Average % on ITBS Math	K – 72% 1 st – 20% 2 nd – 66%										

* Subgroup counts toward state accountability rating.

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide tutorial times for students who are at risk of failure in core subject areas, especially reading and math. (Title I teacher, outside tutor, in class tutoring)	1,2,9	Core subject teachers, ESL teacher, Title I teacher, Tier III tutor	Assigned Groups rotate every 3 weeks	Title I Funds SCE Funds \$48,337 Imagination Station Headsprout	Improved six weeks grades Reduced failure rate Progress Monitoring data
Provide small group instruction and tutoring for economically disadvantaged and Hispanic students in reading and math.	1,2,9	Core subject teachers, Title I teacher, Tier III tutor	Every 3 weeks	Title I funds, ESL funds, AR funds, REAP funds	Improved six weeks grades Improved scores on benchmarks tests Improved TAKS scores Progress Monitoring
Increase use of Rtl programs for Tier II and Tier III students who are at risk of not achieving at grade level in reading and math (Imagination Station and Headsprout).	1,2,9	Title I teacher, Computer lab teacher, extra tutors	Every 3 weeks	Title I funds, AR funds, REAP funds, SCE funds	Improved six weeks grades Improved TAKS scores Reduced failure rate Reduced Sp. Ed. Referrals Progress Monitoring data
Provide benchmark testing to monitor student progress on TAKS objectives.	1,2,9	Principal, Classroom teachers	October, January, February	Local funds, REAP funds	Improved Six Weeks grades, Improved TAKS scores, Reduced failure rate
Provide supplemental program for students identified as dyslexic (MTA).	1,2,9	Principal, Dyslexia teacher	Beginning of 1 st semester, As needed	Local funds	Improved Six Weeks grades, Improved TAKS scores, Reduced failure rate
Provide supplemental program for students identified as gifted and talented.	1,2,9	Principal, GT teacher	Twice a week	Local funds, GT funds	Improved TAKS scores, Increased Commended Performance on TAKS

Implement inclusion techniques to help eligible Special Ed. students achieve at grade level with the use of interactive technology	1,2,9	Special Ed. and Regular Ed. teachers, aides	Daily	Local Sp. Ed. Funds, IDEA-B ARRA	Improved TAKS scores
Provide benchmark testing for students in Grades K-2 to determine reading and math readiness and growth(TPRI, Headsprout)	1,2,9	K-2 teachers, Title I teacher	Sept. 8-12, Oct. 6-17(K only), Jan. 12-23, Apr. 8-12	Local funds, Title I funds	Improved end-of-year ITBS scores in reading and math
Provide staff development in areas of data disaggregation, learning styles, learning in poverty, Rtl, CSCAPE, Crisis Prevention, CPR	4, 8, 9	All teachers Principal Counselor Reg. 10 ESC TriCounty Co-op	Aug. 18-22 Oct., Jan. 19, Feb. 16	Local funds, Title I funds, Sp. Ed. funds, ARRA funds	Increased student achievement on report cards and assessments
Increase use of Student Support Team (SST) to identify and provide resources for teacher-referred struggling students and monitor progress	1,2,9	SST members, referring teachers	Monthly scheduled times, referrals as needed	Title I funds, local funds	Improved report card grades, reduced failure rate, reduced Sp.Ed. referrals, improved scores on assessments
Provide extended year services during Summer School for struggling students	1,2,9	Principal, ESL teacher, Summer School teachers	June 4-July 1	SFSF funds, REAP funds	Reduced failure rate, better performance during following year

Goal 2: At Bland Elementary School 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Objective 1: 100% of core academic classes will be taught by highly qualified teachers, 100% of paraprofessionals with instructional duties will meet NCLB requirements and 100% Highly Qualified staff will be maintained.

Summative Evaluation: 100% of core academic classes will be taught by Highly Qualified teachers and 100% Highly Qualified staff will be maintained.

Data 2007-2008	% Classes taught by Highly Qualified Teachers	% Highly Qualified Teachers	% Highly Qualified Paraprofessionals
	100%	100%	100%

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Actively recruit highly qualified teachers, professionals, and paraprofessionals	5	Principal	Once a semester, spring job fairs	State Funds Local Funds Title II Funds TAMU-Commerce	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements
Develop and implement HQ strategies/activities to maintain HQ staff; such as mentor teachers, grade-level planning sessions, vertical alignment planning sessions.	3, 5,8	Principal	Beginning and end of each six weeks and semester	ESC X Local Funds Title II Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements
Promote a climate and working environment that maintains high employee morale.	3, 5	Principal	Pot Luck lunches, Fall Secret Pal activities, End of year Employee recognition dinner	Local funds Activity account	Low mobility rate among staff, Faculty Survey

Goal 2: At Bland Elementary School 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Objective 2: 100% of teachers and 100% of paraprofessionals with instructional duties will receive high quality professional development.

Summative Evaluation: 100% of teachers and 100% of paraprofessionals with instructional duties will receive high quality professional development.

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals	3,4	Principal, Central Office Administration, Hunt Co. Co-op supervisors	End of each semester	ESC X Local Funds State Funds Title I Funds Title II Funds	Increased student performance
Identify teachers and paraprofessionals who do not meet NCLB HQ requirements and provide specific professional development	3,4	Principal, Central Office Administration	Beginning and end of each semester	ESC X Local Funds Title I Funds Title II Funds SFSF funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements
Provide technology staff development for all teachers and paraprofessionals, including Grade Book, CSCOPE, First Class, United Streaming, WebCCAT, integrating technology into classroom instruction, etc.	3,4,8	Principal, Technology Director	Beginning and end of each semester, On Demand	Local funds State Technology funds ESC X ARRA funds	Increased student performance

Goal 3: All students at Bland Elementary School will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 1: By May 2010 the number of incidents involving violence, tobacco, alcohol and other drug use (TAOD), will remain at 0% as measured by PEIMS and number of discipline referrals.

Summative Evaluation: There will continue to be no discipline referrals involving bullying and aggressive behavior.

Data 2006-07	All Students
Discipline/Incidents involving bullying/physical aggression	0%

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide bully prevention training for staff who have not been trained	10	Principal, Counselor	Monitor: End of each semester	Bully Prevention Trainer ESC X	Reduction in the number of bullying incidents and office referrals
Provide Crisis Prevention Intervention (CPI) training for all teachers and paraprofessionals.	10	Principal, Tri-County Sp.Ed. Co-op staff	Fall semester, Within 30 days of restraint	Sp.Ed. funds TriCounty Sp.Ed. Co-operative	Reduction in the number of office referrals for aggressive behavior
Provide character building curriculum and activities.	10	Principal, Counselor, Classroom teachers	Every Six Weeks	Learning for Life curriculum Local funds Drug Free funds	Reduction in the number of office referrals for aggressive behavior and bullying

Provide health and nutrition program to decrease child obesity and improve child welfare.	10	Principal, Classroom teachers, P.E. teacher, Cafeteria manager	Weekly	C.A.T.C.H. program Local funds Drug-free funds	Reduction in the number of office and counselor referrals for aggression and self- esteem issues
Provide training for teachers and staff to recognize signs of child sexual abuse.	10	Principal, counselor	Fall staff development	Hunt County CPS Region 10 ESC	Number of documented reports to CPS
Provide training and procedures for reporting suspected child abuse.	10	Principal, counselor	Fall and/or spring staff development	Region 10 ESC State guidelines Local funds	Number of documented reports to CPS
Provide counseling options and referral services for abused children and families.	10	Principal, Counselor	Throughout year as needed	County counseling services, Texas A&M University- Commerce	Documented referrals

Goal 4: Parents and Community will be partners in the education of students at Bland Elementary School.

Objective 1: By May 2010, at least 90% of all students' parents and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

Summative Evaluation: School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide State assessment results to parents in a language they can understand	6	Principal	Within 10 days of receipt of reports	Reports from testing company.	Parents receive reports of assessment results
Provide Meet the Teacher Night to discuss academic goals for the school year and Open House to monitor progress.	6	Principal, Teachers	Within first two weeks of beginning of school and in March during Texas Public Schools week	Grade-level TEKS C-SCOPE TAKS objectives	Parent Sign-in sheets from classrooms
Provide Family Math and/or Family Reading Night	6	Principal, Teachers	Early spring	Region X ESC, Title I funds, AR, AM	Family Sign-in sheets, Program evaluation surveys
Provide and promote Parent-Teacher Organization meetings	6	PTO officers, Principal	5 times a year (every other month)	PTO	Sign-in sheets for attendance, participation in PTO-sponsored activities

Provide written parental involvement policy and school-parent compact.	6	Principal	Beginning of 1 st semester, At enrollment	Local funds Student Handbook	Parent Acknowledgement form
Provide parents information regarding Title I program participation	6	Principal Title I teacher	Beginning of 1 st semester	Meet the Teacher Night Title I funds	Parent Sign-in attendance sheets, Title I survey

Goal 5: Bland Elementary School will assist preschool children in the transition from early childhood programs to local elementary school programs

Objective: Eligible preschool students will be transitioned from both private and public early childhood programs to Bland Elementary School.

Summative Evaluation: Students will transition from early childhood programs to Bland Elementary with both academic and social success.

Data for 2008-2009: All eligible four-year-olds attended Bland Elementary School Pre-Kindergarten. Two students who were not eligible attended as tuition-paying students. The local privately-operated daycare did not have any four-year-olds in their program.

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide a pre-kindergarten program to assist eligible LEP and Economically Disadvantaged students in the transition to the elementary program.	7	Principal Pre-K teacher	PreK Round-up in spring semester, Fall Semester	PreK Grant Local funds SCE funds (\$46,388) SFSF funds	Promotion rate
Provide staff development in early childhood, prekindergarten, and ESL strategies for PreK and ESL teachers and paraprofessionals.	4,7,8	Principal	Beginning of each semester	PreK Grant, ESL funds, local funds, SCE funds of \$1100 SFSF funds	Promotion rate
Provide TEEM (Texas Early Education Model) training for PreK teacher and required materials (CIRCLE manual, Teachscape, PDA, Hatch Positive Beginnings materials, LS readiness kit)	4,7,8	Principal Region 10 ESC PreK teacher	Fall 2009	Tier 2 PreK Expansion Grant, local funds	

Goal 6: Bland Elementary School will construct a new facility to replace the existing 70-year-old structure to better meet the needs of the students in PreK-5th Grade.

Objective: Bland ISD Board Elementary will move into new facility in late spring or early summer 2010.

Summative Evaluation: Completion of building

Data: The Bland ISD voters passed a bond issue to build a new elementary building. Construction began in January 2009.

Activity / Strategy	Title I Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Approve proposals from architects and building firms	1	Superintendent, Board of Trustees	Throughout spring and fall of 2009	State funds, Local funds	Selection of blueprints, accept bids for construction
Provide planning sessions for furnishings / interior design of new facility	1	Superintendent, Board of Trustees, Principal, teachers	Spring and Fall of 2009	Bond funds, local funds	Decisions and selection of furnishings and interior design
Complete building project to alleviate overcrowding due to increase in enrollment	1	Superintendent Board of Trustees	Spring or summer 2010	Bond funds, State funds	Completion of new facility
Hold parent/public meeting to address class-size waiver for overcrowding due to unexpected growth in enrollment	1	Principal	September 2009	Local	Concerns of parents and public Approval of waiver
Move 5 th Grade to new Elementary campus	1	Administration	Spring or summer 2010	Bond and state funds	Completion of new building

Goal 7: Technology will be closely evaluated to maintain and enhance the campus software and hardware base so that Bland Elementary will be able to produce students who are well-equipped to compete at a professional and technological level.

Objective: Bland Elementary will provide the necessary software and hardware to capitalize on digital resources from content providers.

Strategy	Title I School-wide component (1-10)	Person(s) responsible	Timeline	Resources	Formative evaluation
Bland Elementary will continue updating and purchasing new classroom technology equipment (i.e. projectors, document cameras, teacher computers, etc.) and will continue to purchase student computers and software to increase student success.	1,2,9	Technology director	Spring 2010	Federal, State, & local funds ARRA funds SFSF funds	Well-equipped new facility

Goal 8: At least 90% of students in Grades 3-5 will achieve the criterion-referenced standards for physical activity and fitness for their age and gender and will establish physical activity as a part of their daily lives to reduce childhood obesity and diabetes.

Objective: The Bland Elementary P.E. program will provide 135 minutes a week of moderate to vigorous physical activity using the FITNESSGRAM aerobic and muscular strength, endurance, and flexibility modules in order for students to achieve the Healthy Fitness Zone.

Strategy	Title I School-wide component	Person(s) responsible	Timeline	Resources	Evaluation
Students will run as fast as possible back and forth across a 15-meter space.	1, 2, 10	P.E. teacher	End of March or first of April	FITNESSGRAM and ACTIVITYGRAM	Year-end report to TEA
Students will complete as many curl ups as possible to a maximum of 75.	1, 2, 10	P.E. teacher	End of March or first of April	FITNESSGRAM and ACTIVITYGRAM	Year-end report to TEA
Students will lift the upper body off the floor using the muscles of the back and hold the position to allow for measurement.	1, 2, 10	P.E. teacher	End of March or first of April	FITNESSGRAM and ACTIVITYGRAM	Year-end report to TEA
Students will complete as many 90 degree push-ups as possible at a rhythmic pace.	1, 2, 10	P.E. teacher	End of March or first of April	FITNESSGRAM and ACTIVITYGRAM	Year-end report to TEA
Students will reach the specified distance on the right and left sides of the body.	1, 2, 10	P.E. teacher	End of March or first of April	FITNESSGRAM and ACTIVITYGRAM	Year-end report to TEA

Student achievement in the different modules will be recognized at campus Awards Assembly.	1, 2, 10	P.E. teacher Principal	End of 2 nd semester	FITNESSGRAM and ACITIVITYGRAM	End-of-year Awards Assembly
--	----------	---------------------------	---------------------------------	----------------------------------	--------------------------------