

## State Board of Education Goals – Future-ready Students for the 21<sup>st</sup> Century

**Goal 1** – Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship

**Goal 2** – Every student has a personalized education

**Goal 3** – Every student, every day has excellent educators

**Goal 4** – Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

**Goal 5** – Every student is healthy, safe, and responsible



## District Goals for Union County Public Schools

<b>District Goal 1:</b>	High achieving and globally competitive students
<b>Supports SBE Goals 1&amp;2:</b>	Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship. Every student has a personalized education.
<b>District Goal 2:</b>	Quality teachers, administrators, and staff providing innovative leadership for 21st century schools
<b>Supports SBE Goal 3:</b>	Every student, every day has excellent educators
<b>District Goal 3:</b>	Safe, orderly, and caring schools producing healthy and responsible students
<b>Supports SBE Goal 5:</b>	Every student is healthy, safe, and responsible
<b>District Goal 4:</b>	21st century system operating effectively and efficiently
<b>Supports SBE Goal 4:</b>	Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators
<b>District Goal 5:</b>	Leadership will guide innovation in collaboration with family, business, and community members

## School Vision and Mission Statements for Cuthbertson High School

### Vision:

Preparing all students to succeed.

### Mission:

Through rigorous academics, integrative technology, expressive arts, and competitive athletics, the mission of Cuthbertson High School is to empower all students to be leaders in a changing global community.



**LEA or Charter Name/Number:** Union County Public Schools - 900  
**School Name/Number:** Cuthbertson High School  
**School Address:** 1400 Cuthbertson Road Waxhaw, NC 28173  
**Plan Year(s):** 2014-2016  
**Date prepared:** 9/2/2015

**Principal Signature:** \_\_\_\_\_

\_\_\_\_\_ Date

**Local Board Approval Signature:** \_\_\_\_\_

\_\_\_\_\_ Date

### School Improvement Team Membership

*From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."*

Committee Position*	Name	Committee Position*	Name
Principal	Kim Schroeder	Teacher Representative	Gary Williams
Assistant Principal Representative	Andy Brooks	Teacher Representative	Camey Whitt
Inst. Support Representative	Paula Taufest	Teacher Representative	Jennifer Fogle
Teacher Assistant Representative	Penny Haslam	Teacher Representative	Janeva Bailey
Parent Representative	Steven Maher	Teacher Representative	Matt Carr
Parent Representative	Anyiesa Johnson	Teacher Representative	Jessica Marchand
Guidance Representative	Natalie Malone	Teacher Representative	Brittany Coughlin
		Teacher Representative	Jennifer Abuaita
		Teacher Representative	Robert Johnson

\* Add to list as needed. Each group may have more than one representative.

## School Data and Summary Analysis

Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the school and identifying priority areas for improvement.

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

1. What does the analysis tell you about your schools strengths?

After reviewing the 2014-2015 data, Cuthbertson High School's strengths are as follows: Cuthbertson High School data results from 2014-2015 demonstrate that the school continues to exceed expected growth in all student accountability metrics. Cuthbertson High met 100% of state and federal targets for proficiency under the Ready Accountability Model. The data indicates that 86.2 percent of Cuthbertson High School students demonstrated proficiency (Level III, IV, or V) on EOC tests. Cuthbertson High School continues to exceed growth expectations and has extended achievement of this goal for a third consecutive year establishing a clear trend. Cuthbertson's graduation rate has increased each year and for the 2014-2015 school year, 98.5 percent of students in the four-year cohort graduated. Furthermore, students and teachers have access to a variety of technological resources. Every classroom has a television which can access the schools' Media Retrieval System, a SMARTBoard, a document camera, and an Airliner wireless slate. All teachers have a laptop computer issued to them. There is one online learning lab, a computer lab available for teacher and student use, and two rolling laptop carts along with computers available in the Media Center. The school is also wireless, providing access to the Internet from any location in the school. Each teacher has a Canvas page or Google Site where they post deadlines, homework, resources, and information for students and their parents. Teachers also use their Canvas/Google Site to deliver information and assess students, creating blended learning opportunities for students. All Cuthbertson students have opportunities to take online classes through the North Carolina Virtual Public School, Union County Virtual Program, or through Odysseyware. As a result, there has been a gradual annual increase in enrollment in online courses for students taking new courses or recovering course credits. There are four administrators who provide walkthroughs and classroom observations for our teachers. This provides the opportunity to give immediate feedback to teachers and provide guidance to strengthen instructional delivery. During the 2014-2015 school year, the administrative team conducted over 1,600

classroom walkthroughs and observations. There are also trained mentors in the building to work with the beginning teachers. In addition, the department chairs have been empowered to assist teachers in their departments. Teachers are provided with many opportunities to participate in professional development sessions. We provide a duty-free lunch period for every teacher on a daily basis and provide duty-free instructional planning time consisting of at least five hours of planning time per week. The master schedule is also built around Professional Learning Communities, which gives teachers protected time during the instructional day to plan, share instructional strategies, and disaggregate data. Another priority is globalization. Teachers, students, staff, parents, and the community must learn how to be accepting and understanding of all groups who contribute to this global society. In addition, students especially must learn how to be competitive outside of their community surroundings. As such, Cuthbertson High School believes that all students can acquire the knowledge and skills necessary to become productive members of a diverse society and informed citizens of the global community. In earning the UCPS International School designation for the past several school years, Cuthbertson High School staff, students, and community will aspire to earn the designation again during the 2015-2016 school year. In increasing the opportunities for students to learn about the impact of globalization on diversity, economic growth and solvency, and the development and implementation of new technologies, we will prepare Cuthbertson students with opportunities to connect to their world.

2. What does the analysis tell you about your schools gaps or opportunities for improvement?

While the overall percentage of students earning a Level III, IV, or V on all North Carolina End of Course tests in 2014-2015 was above the district average and while Cuthbertson High School exceeded growth overall, there are areas within individual teacher scores that indicate stronger professional learning community meetings are needed to give teachers more opportunities to align assessments, disaggregate data, and share strategies to improve student achievement.

3. What data is missing, and how will you go about collecting this information for future use?

Our resource data for 2014-2015 is limited due to the current unavailability of the most accurate student performance indicators. Individual teacher performance data is also not yet available.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?

Cite relevant evidence from your analysis to support these priorities.

Academic achievement is the top priority for Cuthbertson High School. Based on EOC assessment data, CHS earned an overall "exceed growth" on state assessments the last two years. However, we recognize the importance of increasing student achievement, particularly since we only met high growth in English II and Math 1. To increase student achievement, we will build in opportunities for students to attend remediation and tutoring sessions prior to the testing period. We will also provide common planning for teachers to collaborate within their professional learning communities. Cuthbertson will also implement an intervention plan for students who are at risk in failing an EOC test while providing teachers with ongoing professional development on understanding assessment requirements, assessment analysis, and the utilization of assessment data to increase student achievement.

The integration of technology is written in the Cuthbertson mission statement as well as represented on our school's crest. Because of the focus on technology for instruction, assessment, communication, and collaboration, staying current with technology is a priority to the operation and success of our 21st century school community. Incorporating technology exposes students to real-world experiences, particularly since students have to practice and become proficient in the use of technology if they are going to be competitive in a global society. To equip students with 21st century skills and to align with the district's goal to produce high achieving and globally competitive students, ongoing professional development has helped increase teachers' skills as 21st century educators in technology and innovative teaching techniques. With all of our students having access to Chromebooks, and in using learning management systems like Canvas and Google Apps, we will continue to increase the opportunities for online and blended learning opportunities and increase the opportunities for virtual communication for students and staff.

Another priority is to increase the percentage of parents who feel that Cuthbertson High School provides enough information about the process for applying to colleges. We host monthly "Senior Connection" meetings to address the different aspects of how to apply to colleges, due dates, and scholarship programs. In addition, we have provided college essay writing workshops for our seniors to get some additional assistance in writing an essay that will help theirs stand out. However, the results of the 2014-2015 parent surveys showed that only 76.9 percent of parents indicated the high school provided enough information to their child about applying for college. As a result, our goal is to increase the number of opportunities for parent communication, particularly regarding planning and applying for college. We plan on adding additional information to our

weekly E-News and our social media posts using Facebook and Twitter.

Continuing to promote globalization is another priority for our school. Our goal is that all of our staff, students, parents, and community organizations can learn how to be accepting and understanding of all groups who contribute to this global society. Also, we would like to see our students prepared to be competitive outside of their community surroundings. As such, Cuthbertson High School believes that all students can acquire the knowledge and skills necessary to become productive members in a diverse society and informed citizens of the global community. In earning the UCPS International School designation for the past several school years, Cuthbertson High School staff, students, and community will aspire to earn the designation again during the 2015-2016 school year. In increasing the opportunities for students to learn about the impact of globalization on diversity, economic growth and solvency, and the development and implementation of new technologies, we will prepare Cuthbertson students with opportunities to connect to their world.

## Priority Goal 1 and Associated Strategies

**Area for improvement and supporting data:**

One area for improvement is student achievement on all North Carolina state assessments. While all EOC scores were above the district average, there were other areas based on individual teachers' scores that can be improved. Also, English II and Math I met high growth status; Biology, however, did not.

**School Goal:** Cuthbertson High School will increase student academic growth by .5% in all EOC areas.

**Supports this district goal:** High achieving and globally competitive students

**Target:** Increase overall student achievement on all EOC tests by .5%; meet "High Growth" status on all EOC assessments.  
**Indicator:** EOC Assessments for English II, Math I, and Biology  
**Milestone date:** January 2016 & June 2016

### Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

<b>Strategy 1:</b>	<b>Action Steps:</b> To implement "EOC Blitz" review sessions one week prior to administering the EOC assessments.
	The teachers in each academic department will continue to prepare students as a department by leading "EOC Blitz" extra help sessions with students after school prior to exams. All students will have the opportunity to take advantage of these sessions, not just students who need additional help. The "blitz" sessions will specifically target students that are not demonstrating at least 85% mastery of skills. In addition, EOC "blitz" sessions will be intentionally designed to match teacher strengths with the needs of students with specific deficiencies in understanding. Furthermore, identified students will be offered opportunities for tutoring within the regular school day.
	<b>Strategy 2:</b>
	<b>Action Steps:</b> Design and implement an early identification and intervention plan for students who are at risk of not performing well on the EOC assessments.
	Utilizing the data from EVAAS, SchoolNet, benchmarks, formative assessments, and summative assessments will help identify students in need of an intervention plan. Teachers are to notify parents of the deficiency and their plan of action for the student. Also, the teacher should include intervention strategies on a Personalized Education Plan (PEP). Part of the intervention will be students working with the tutors hired specifically for English II, Biology, and Math I.
<b>Strategy 3:</b>	<b>Action Steps:</b> Maintain school-wide Professional Learning Communities which will give EOC teachers weekly opportunities to develop content-specific strategies that will increase performance on EOCs.
	Professional Learning Community teams will meet weekly to develop common lesson plans, to develop common assessments, and to disaggregate the data obtained from common assessments (for example, troublesome objectives) to drive future instruction.





<b>Check</b>	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>
	We will reach High Growth in all EOC tested areas. Our PLC teams will develop and utilize the common assessments they create.
<b>Check</b>	<b>What does data show regarding the results of the implemented strategies?</b>
	Each set of data sets will be reviewed by the department chairs and their staff in their Professional Learning Communities (PLC's). The departments and administration will determine if there are significant increases (.5% or more) to warrant the continuation or revision of the strategy.
<b>Act</b>	<b>Based upon identified results, should/how should strategies be changed?</b>
	We will disaggregate the data at the end of each testing cycle.

## Priority Goal 2 and Associated Strategies

**Area for improvement and supporting data:**

UCPS went through district AdvancEd Accreditation during the 2012-2013 school year. As a result, this strategy focuses on quality teachers, administrators, and staff providing innovative leadership for 21st century schools.

<b>School Goal:</b>	Formalize and implement fidelity system-wide procedures that support operation as a collaborative learning organization (PLCs).
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<b>Supports this district goal:</b>	Quality teachers, administrators, and staff providing innovative leadership for 21st century schools
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<b>Target:</b>	Implement PLC process with fidelity
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<b>Indicator:</b>	PLC monthly minutes
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<b>Milestone date:</b>	June, 2016
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### Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

<b>Strategy 1:</b>	<p><b>Action Steps:</b> Monitor PLC Meetings</p> <p>All teachers at Cuthbertson High attend and participate in weekly PLC meetings, both formally and informally. PLC groups should occur horizontally and vertically to ensure instruction is being aligned and the needs of our students are being met. PLCs should promote productive decision making about student learning and the conditions that support student learning.</p>
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<b>Strategy 2:</b>	<p><b>Action Steps:</b> Create Rtl Services</p> <p>When possible, teachers on a PLC are provided common planning periods to allow for more convenient meeting times. School will create a committee comprised of stakeholders to examine the possibility of modifying the master calendar to increase horizontal and virtual teaming as well as creating time for Rtl services.</p>
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<b>Strategy 3:</b>	<p><b>Action Steps:</b> Attend PLC Training</p> <p>Continue working towards the goal of having 100% of staff attend formal professional development on the Professional Learning Community (PLC) model. Examine data generated through staff, student, and parent surveys and formative/assessment data to assess the impact of PLC implementation and to use the data to create a report containing recommendations for continuous improvement.</p>
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<b>Check</b>	<p><b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b></p> <p>Our teachers will use their common planning to develop common assessments and pacing for their courses. We will look at the increase in the amount of common assessments.</p>
	<p><b>What does data show regarding the results of the implemented strategies?</b></p> <p>We will see more collaborative learning occurring throughout our school. Our teachers will give more common assessments to their students.</p>
<b>Act</b>	<p><b>Based upon identified results, should/how should strategies be changed?</b></p>

## Priority Goal 3 and Associated Strategies

**Area for improvement and supporting data:**

Cuthbertson High School has parent groups, advisory boards, and community supporters who are actively involved in school activities. However, the results of the 2014-2015 parent surveys showed that only 89.1% of parents indicated they are actively involved in the school, 35.4% of parents indicated parent information sessions are provided for special education issues, and 76.9% of parents indicated that the school provides information about applying for college. As a result, our goal is to continue increasing the number of opportunities for parental and community involvement within the school.

<b>School Goal:</b>	Increase the percentage of parents believing the school keeps them informed of ways they can become involved and participate in school activities and informational sessions.
<b>Supports District Goal:</b>	Leadership will guide innovation in collaboration with family, business, and community members
<b>Target:</b>	June, 2016
<b>Indicator:</b>	Parent Survey Results
<b>Milestone date:</b>	Jun-16

Plan/Do

### Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.

	<b>Action Steps:</b> Develop a communication plan to ensure parents are kept informed of all activities and events.
<b>Strategy 1:</b>	Continue delivering Connect-Ed messages, publishing weekly E-News publications, maintaining an up-to-date website, and sharing information through 21st century social networks such as Twitter and Facebook will give parents, students, and community members timely access to all school events and activities. Parents and students are able to attend Open Houses, Meet the Teacher events, as well as award presentations. Monthly parent "Senior Connection" workshops also assist students and parents with post-secondary planning.
	<b>Action Steps:</b> Develop a plan to disseminate information to parents; provide material and training to enable parents to work with their children.
<b>Strategy 2:</b>	"Senior Connection" meetings regarding graduation requirements held before student registration will help parents understand the academic content standards, as well as support their children in registering for appropriate coursework for the following school year. There is a senior link on the UCPS/CHS websites that includes information specifically related to seniors to help them when applying for colleges/universities and scholarships. The senior workshops are made public on the website and also announced through social media. Workshops on the college admissions process, financial aid, CFNC, etc. will help parents understand the college admissions process. We will also publish a detailed calendar on the CHS website to include clubs, student life events, and athletic contests. We also host spring semester grade level meetings.





<b>Check</b>	<p><b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b></p> <p>Collecting and reviewing relevant data that guides strategic and operational results via Site-based Management Team meetings, leadership team meetings, departmental meetings, and parent/student/staff surveys.</p>
	<p><b>What does data show regarding the results of the implemented strategies?</b></p> <p>Meeting notes and stakeholder surveys will help determine whether the strategies led to progress towards the goals.</p>
<b>Act</b>	<p><b>Based upon identified results, should/how should strategies be changed?</b></p>



## Priority Goal 4 and Associated Strategies

**Area for improvement and supporting data:**  
 AdvancEd External Review Required Actions #4

<b>School Goal:</b>	Develop, implement, and evaluate policies to ensure that each student is well known by at least one adult advocate in the school who supports that student's educational experience.
<b>Supports this district goal:</b>	Goal 3 - Safe, orderly, and caring schools producing healthy and responsible students.

<b>Target:</b>	100% of students
<b>Indicator:</b>	Each student shall have an advocate who knows them well and supports their education
<b>Milestone date:</b>	January 2016 & June 2016

### Goal 4 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

<b>Strategy 1:</b>	<b>Strategy:</b> Design a structure that would allow school personnel to build strong relationships with students over time, gain significant insight into the students' needs, and act as an advocate for the students.	
	<b>Action steps:</b>	
	1. Determine the criteria for advocacy.	4 Staff will select students that are not associated with club or team and serve as mentor.
	2. Determine which student are currently aligned with an advocate.	5
	3. Review team and club rosters to identify students that are not involved with and adult.	6
		7



<b>Plan/Do</b>	<b>Strategy 2:</b>	<b>Strategy:</b> Provide the necessary supports to prepare staff to implement the structure.			
		<b>Action steps:</b>			
		1. Participate in district-wide professional learning with Principal Thomas-El on September 23.		5.	
		2. Participate in district-wide professional learning for MTSS.		6.	
		3.		7.	
	4.		8.		
	<b>Strategy 3:</b>	<b>Strategy:</b> Implement the structure.			
		<b>Action steps:</b>			
		1. Identify students in need of support and create structure to provide a positive connection with an adult in the building.		5.	
		2.		6.	
3.			7.		
4.		8.			
<b>How will we fund these strategies?</b>					
<b>Funding source 1:</b>		Select a funding source	<b>Funding amount:</b>	\$0	
<b>Funding source 2:</b>		Select a funding source	<b>Funding amount:</b>	\$0	
<b>Funding source 3:</b>		Select a funding source	<b>Funding amount:</b>	\$0	
<b>Funding source 4:</b>		Select a funding source	<b>Funding amount:</b>	\$0	
<b>Funding source 5:</b>		Select a funding source	<b>Funding amount:</b>	\$0	
			<b>Total initiative funding:</b>	<b>\$0</b>	
<b>Review frequency:</b>		Twice per year			
<b>Assigned implementation team:</b>		Site-Based, Teachers			
<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>					
Results of the SIP Progress Checklists, parent survey, teacher survey, and student survey.					
<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>					



**Check**

Results of the SIP Progress Checklists and student survey.

**What does data show regarding the results of the implemented strategies?**

**Based upon identified results, should/how should strategies be changed?**

**Act**



## Priority Goal 5 and Associated Strategies

**Area for improvement and supporting data:**

Every student is healthy, safe, and responsible.

**School Goal:**

CHS will implement a safety strategy that includes CPR training for students, staff training on the use of approved chemicals and training on the First Responder processes.

**Supports District Goal 1:**

Safe, orderly, and caring schools producing healthy and responsible students

**Target:**

Cuthbertson Staff and Students

**Indicator:**

Parent and student surveys, documentation of staff attendance at emergency training meetings, calendar of when drills and training are conducted, and PowerSchool data reports determining passing CPR and abstinence training.

**Milestone date:**

Jun-16

Plan/Do

Strategy 1:	<b>Action Steps:</b> Chemicals in the building must meet green standards set by UCPS.
	Cuthbertson Custodial crew and Administration will ensure that all chemicals used in the building meet the standards set forth by UCPS. The school has sent out to the entire staff the approved chemical list to ensure they understand the new compliance measures.
Strategy 2:	<b>Action Steps:</b> Students are all trained in CPR and abstinence.
	All of our students receive training in CPR by the end of their freshman year. Most of these students receive this training during the health portion of their Health/PE course. They also receive abstinence training during this class unless the parents sign a waiver stating that they do not want their child(ren) participating in that lesson.
Strategy 3:	<b>Action Steps:</b> The First Responders team is organized, trained, and identified by all staff members. Also, all members are adequately trained for any emergency situation in opening staff meetings in areas of health, safety and responsibility.
	Cuthbertson High School's First Responders team is well organized, trained, and equipped to deal with emergency situations. All of our staff members are made aware of who our First Responders are. Our First Responders team helps to ensure the safety and responsibility of all of our staff and students.



**Professional development - Identify the professional development required to successfully implement the strategies above.**

Staff person or group	Course name/title	Course provider	Date completed
Students	Abstinence and CPR training	Health Teachers, School Nurse	June, 2016
All staff	Emergency Training	UCPS Required Videos, SRO	June, 2016

Plan/Do

**How will we fund these strategies and associated professional development?**

<b>Funding source 1:</b>	School general funds	<b>Funding amount:</b>	TBD
<b>Funding source 2:</b>	Select a funding source	<b>Funding amount:</b>	\$0
<b>Funding source 3:</b>	Select a funding source	<b>Funding amount:</b>	\$0
<b>Funding source 4:</b>	Select a funding source	<b>Funding amount:</b>	\$0
<b>Funding source 5:</b>	Select a funding source	<b>Funding amount:</b>	\$0
		<b>Total initiative funding:</b>	<b>TBD</b>

Review frequency: Quarterly

**Assigned implementation team:** Teachers, Staff, Administration Teams

Check

**What data will be used to determine whether the strategies were deployed with fidelity?**

We will be able to verify that all sophomores are certified in CPR. Our custodial staff will ensure that all of our chemicals are in compliance. Our First Responders team will go through a training and we will ensure the staff is made aware of the plan in case of an emergency.

<b>Check</b>	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>
	All of the students will receive their CPR certification. All of our chemicals will be in compliance with the new standards. All of our staff will know who the First Responders are and be able to identify the process for an emergency.
<b>Act</b>	<b>What does data show regarding the results of the implemented strategies?</b>
	The data will show that our school will be a healthy, safe, and secure learning environment.
	<b>Based upon identified results, should/how should strategies be changed?</b>

## Checklist of State-required On-going Operational Activities

### All Schools

Does this school:

Yes Implement strategies for improving performance of all students?

Yes Implement instructional practices designed to improve academic performance of students at-risk of academic failure or dropping out?

Yes Plan use of staff development funds?

Yes Plan for use of assessments to monitor student progress?

Yes Provide daily duty-free lunch to teachers?

Yes Provide at least five hours of planning time for teachers each week?

Yes Implement strategies for involving parents and the community in the educational program?

N/A Amend the School Improvement Plan when AYP is not met for two consecutive years when missing one or more targets in the same subject area?

### K-8 Schools Only

Does this school:

N/A Provide 30 minutes of daily physical activity to meet Healthy Active Children requirements?

Any required components not included as part of a school's 3-5 School Improvement Plan goals may be placed in an appendix.