

Gregory-Portland Independent School District
East Cliff Elementary
2022-2023 Campus Improvement Plan



Mission Statement

The mission of G-PISD is to educate, inspire, and empower our students to succeed in life and become the next generation of leaders.

Vision



Core Beliefs

In G-PISD, we believe our...

STUDENTS are leaders and critical thinkers who embrace diversity and pursue excellence in all endeavors.

PARENTS/FAMILIES are true partners, have a voice, and have high expectations.

FACULTY AND STAFF build inclusive relationships and maximize student success with integrity, compassion, and talent.

PRINCIPALS AND CAMPUS LEADERSHIP are courageous leaders who show grace, empower others, embrace diversity, and cultivate G-P pride.

SUPERINTENDENT AND CENTRAL OFFICE advance our vision with intention, collaboration, and purpose-driven leadership.

BOARD OF TRUSTEES are strategic, collaborative leaders who model good governance and empower and inspire others to serve the G-P community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

School Population (2022 - 2023 Preliminary Fall PEIMS file loaded 12/01/2022)			Count	Percent
Student Total			580	100%
Early Education Grade			14	2.41%
Pre-Kindergarten Grade			19	3.28%
Kindergarten Grade			82	14.14%
1st Grade			94	16.21%
2nd Grade			94	16.21%
3rd Grade			81	13.97%
4th Grade			89	15.34%
5th Grade			107	18.45%

Student Demographics (2022 - 2023 Preliminary Fall PEIMS file loaded 12/01/2022)			Count	Percent
Gender				
Female			291	50.17%
Male			289	49.83%
Ethnicity				
Hispanic-Latino			270	46.55%
Race				
American Indian - Alaskan Native			2	0.34%
Asian			25	4.31%
Black - African American			0	0.00%
Native Hawaiian - Pacific Islander			2	0.34%
White			262	45.17%
Two-or-More			19	3.28%

Student Programs (2022 - 2023 Preliminary Fall PEIMS file loaded 12/01/2022)			Count	Percent
Dyslexia			59	10.17%
Gifted and Talented			57	9.83%
Regional Day School Program for the Deaf			0	0.00%
Section 504			52	8.97%
Special Education (SPED)			106	18.28%
Bilingual/ESL				
Emergent Bilingual (EB)			22	3.79%
Bilingual			0	0.00%
English as a Second Language (ESL)			21	3.62%
Alternative Bilingual Language Program			0	0.00%
Alternative ESL Language Program			0	0.00%
Title I Part A				
Schoolwide Program			0	0.00%
Targeted Assistance			0	0.00%
Targeted Assistance Previously Participated			0	0.00%
Title I Homeless			0	0.00%
Neglected			0	0.00%

Student Indicators (2022 - 2023 Preliminary Fall PEIMS file loaded 12/01/2022)

CountPercentAt-Risk[147](#)25.34%Foster Care[1](#)0.17%IEP Continuer00.00%Immigrant[4](#)0.69%Intervention Indicator[143](#)24.66%Migrant[1](#)0.17%Military Connected[23](#)3.97%Transfer In Students[122](#)20.69%Unschooler00.00%Unschooler/Refugee00.00%Economic DisadvantageEconomic Disadvantage Total[223](#)38.45%Free Meals[172](#)29.66%Reduced-Price Meals[101](#)1.72%Other Economic Disadvantage[41](#)7.07%Homeless and Unaccompanied YouthHomeless Status Total00.00%Shelter00.00%Doubled Up00.00%Unsheltered00.00%Hotel/Motel00.00%Not Unaccompanied Youth00.00%Is Unaccompanied Youth00.00%

Demographics Strengths

10% Gifted and Talented

Equal portionality for gender.

Great staffing ratios for tested subjects.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Staffing ratios for SPED as well as Students needing academic support is in need of support for individual learning. **Root Cause:** Increase in students receiving special education services and new to district students moving in with learning gaps.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback



Support Systems and Other Data







- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: Exceptional Student Performance: Exhibit Strong Campus Leadership & Planning



Performance Objective 1: 1.1 Annually increase performance in reading for all students and all student groups.












Strategy 1 Details	Formative Reviews		
Strategy 1: Reading Academies professional development offered to all teachers with 8 teachers participating this school year. Strategy's Expected Result/Impact: Increase foundational literacy skills for our adult and student learners, including emergent bilinguals. Staff Responsible for Monitoring: Principals, C&I Department TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 199/25 - State Bilingual/ESL	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement aligned processes and procedures for literacy progress monitoring. Strategy's Expected Result/Impact: Teachers will have a framework for curriculum, instruction, assessing and monitoring the progress of students in their literacy development. Staff Responsible for Monitoring: Administrators, Interventionists, teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Before/after school/small group support - State Compensatory (PIC 24,30) - \$6,500, Before/after school/small group support - Special Education (PIC 23) - \$800	Formative		
	Jan	Mar	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Continued implementation a clear and comprehensive system of support to include aligned processes and procedures for Response to Intervention (RtI). Strategy's Expected Result/Impact: The collaborative goals setting and development of plans for students will result in student growth. Fulfill expectations as outlined in the Dyslexia grant. Staff Responsible for Monitoring: Administrators, RtI committee, teachers, interventionists (dyslexia and GIS teachers) ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - Dyslexia (PIC 37,43) - \$1,107, - State Compensatory (PIC 24,30) - \$304,438	Formative		
	Jan	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Implement systems of support to include grade level quarterly, learner-centered data digs (after MAP testing/9 weeks) as well as individual teacher data digs. Strategy's Expected Result/Impact: The collaborative goals setting and development of plans for students will result in student growth for all students (SPED, dyslexia, EB, GT) Staff Responsible for Monitoring: Administrators, GIS, teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Funding Sources: Before/after school/small group instruction and support - State Compensatory (PIC 24,30) - \$4,500, Enrichment supplies/resources - 199/21 -State Gifted and Talented - \$2,200, - 199/25 - State Bilingual/ESL - \$1,365	Formative		
	Jan	Mar	June
			
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Goal 1: Exceptional Student Performance: Exhibit Strong Campus Leadership & Planning

Performance Objective 2: 1.2 Annually increase performance in math for all students and all student groups.






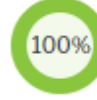

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement systems of support to include quarterly, learner-centered data digs (after MAP testing/9 weeks) as well as individual teacher data digs. Strategy's Expected Result/Impact: The collaborative goals setting and development of plans for students will result in student growth for all students (SPED, GT, EB, dyslexic, at-risk) Staff Responsible for Monitoring: Administrators, GIS, teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Before/after school/small group instruction/resources - State Compensatory (PIC 24,30) - \$2,500, Before/after school/small group instruction/resources - Special Education (PIC 23) - \$520, Enrichment supplies/resources - 199/21 -State Gifted and Talented - \$2,200	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Continued implementation a clear and comprehensive system of support to include aligned processes and procedures for Response to Intervention (RtI). Strategy's Expected Result/Impact: The collaborative goals setting and development of plans for students will result in student growth. Staff Responsible for Monitoring: Administrators, RtI Committee, teachers, GISs ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Funding Sources: - State Compensatory (PIC 24,30)	Formative		
	Jan	Mar	June
			








Strategy 3 Details	Formative Reviews		
Strategy 3: Create a numeracy rich environment throughout the campus. Strategy's Expected Result/Impact: Exposing students in their day to day environment with math facts, skip counting, and math charts, will increase automaticity in math fact fluency. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide Eureka professional development and implement in grades K-2. Strategy's Expected Result/Impact: Increased foundational math skills, supporting growth Staff Responsible for Monitoring: administrators, Math GIS ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Mar	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Contine math committee to create aligned math framework as well as the implementation of campus-wide Math Wars (math fact competition). Strategy's Expected Result/Impact: Teachers will have a framework for for curriculum, instructing, assessing and monitoring the progress of students in their numeracy development Staff Responsible for Monitoring: Administrators, Math committee, Math GIS	Formative		
	Jan	Mar	June
			
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Goal 1: Exceptional Student Performance: Exhibit Strong Campus Leadership & Planning

Performance Objective 3: 1.3 Annually increase performance in College, Career, and Military Readiness for all students and all student groups.








HB3 Goal

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement creative scheduling to include S.T.E.A.M. class for all students in the specials rotation. Strategy's Expected Result/Impact: Students will gain exposure to additional science, technology, engineering, art, and math. Staff Responsible for Monitoring: Administrators ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Host College, Career, Military Readiness activities such as: CCMR day each week on Wednesday, designating the month of November as CCMR month, as well as offering career day photos. Strategy's Expected Result/Impact: Students will be exposed to a variety of thinking related to CCMR, as well as some of the specifics including required training, schooling, certifications it takes to obtain the desired profession, salary analysis, etc. Staff Responsible for Monitoring: Administrators and counselor ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Offer various clubs such as Amazing Shake, Kind Club, Safety Patrol and the creation of a Student Leadership Team. Strategy's Expected Result/Impact: Students will be exposed to and learn skills such as: responsibility and safety, handshakes and greetings, table manners, becoming a leader on campus, clothing etiquette and tying a tie, writing a thank you, and interview skills. Staff Responsible for Monitoring: Club sponsors, guest speakers, and administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: East Cliff will host a Veteran's Day celebration. Strategy's Expected Result/Impact: Students will gain exposure to the branches of military, as well as the respect and etiquette associated with events such as these. Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Mar	June
			
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Goal 1: Exceptional Student Performance: Exhibit Strong Campus Leadership & Planning









Performance Objective 4: 1.4 Annually increase student engagement for all students and all student groups.

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue implementation of a learner-centered culture such as Kagan Cooperative Learning structures, and Lead4Ward Instructional Playlist by providing professional development (in-house), modeling in faculty meetings, quick PD in newsletter, etc. Strategy's Expected Result/Impact: Students will engage in content, thus grow academically. Staff Responsible for Monitoring: Administrators, teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will participate in planning at the campus and district level, as well as be given opportunities to observe one another through scheduled observations and and "spotlight" times listed on classroom doors for internal learning opportunities. Strategy's Expected Result/Impact: High interest and high-yeild activities will be planned to support engagement in the content. Teachers will also learn from one another through peer observations. Staff Responsible for Monitoring: Administrators, teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Jan	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: A variety of clubs and extracurricular activities will be offered/available for students to participate and lead. Strategy's Expected Result/Impact: Students will be connected and engaged in their school. Staff Responsible for Monitoring: Administrators, club sponsors ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
			
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Goal 1: Exceptional Student Performance: Exhibit Strong Campus Leadership & Planning

Performance Objective 5: 1.5 Annually increase the percentage of students who feel safe at school.





Strategy 1 Details	Formative Reviews		
Strategy 1: A team of teachers will receive professional development in Positive Behavior Interventions and Supports (PBIS) and makeup the PBIS committee, as well as implement Learner-Centered Culture components. Strategy's Expected Result/Impact: Teachers and staff will develop systems to intervene, support, and celebrate behavior. Students will feel safe at school. Increased scores in SEL survey. Staff Responsible for Monitoring: administrators, teachers, counselor ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Create opportunities to share our learner centered culture framework with families (PBIS, SEL, FERPA requirements, expectations, rules etc). Strategy's Expected Result/Impact: Increased understanding of alignment of school rules and discipline, as well as increase scores on EOY parent/community survey ("School rules/discipline are enforced consistently at my child's campus.") Staff Responsible for Monitoring: Administrators, teachers, counselor Funding Sources: Panarama/PurposeFull People - 289 - Title IV, Part A - \$500	Formative		
	Jan	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide Expectations Presentation at the start of the school year and at semester to clearly articulate safe, responsible, and respectful behavior. Strategy's Expected Result/Impact: Decrease in office referrals and increase in positive behavior and overall safety. Staff Responsible for Monitoring: Administrators, teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
			








Strategy 4 Details	Formative Reviews		
Strategy 4: Provide student leadership opportunity to participate in Safety Patrol. Strategy's Expected Result/Impact: Students will model safe, responsible, and respectful behaviors to others, thus increasing these positive behaviors. Staff Responsible for Monitoring: Administrators, club sponsor ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide Journey of Hope small group sessions in partnership with our school counselor and district social worker. Strategy's Expected Result/Impact: Increase the percentage of students who feel safe and secure at school and in life. Staff Responsible for Monitoring: counselor ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
			
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Goal 2: High Performing and Engaged Workforce

Performance Objective 1: 2.1 Annually increase the percentage of staff satisfaction.


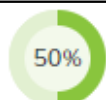





Evaluation Data Sources: EOY survey, EOY TTESS conference, Support Staff evaluation conference

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to intentionally provide equal opportunities for staff. Strategy's Expected Result/Impact: Staff will feel valued and heard, thus increase satisfaction, as evidenced in EOY survey (being treated fairly). Staff Responsible for Monitoring: administrators ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to commit to seeking and providing PD opportunities. Strategy's Expected Result/Impact: Staff will continually grow. They will be energized, empowered, and will participate in shared learning and build capacity. Staff Responsible for Monitoring: Administrators	Formative		
	Jan	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Seek feedback to determine best methods for transparency and communication. Strategy's Expected Result/Impact: ALL Staff will feel valued and heard, thus increase satisfaction, as evidenced in EOY survey. Staff Responsible for Monitoring: Administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Implement Spotlight times and support opportunities for peer visits/observations. Strategy's Expected Result/Impact: Teachers will have the opportunity to learn from and with their colleagues. This practice is expected to build culture and support continued growth. Staff Responsible for Monitoring: Administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Mar	June
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Implementation of weekly, increased planning time. Strategy's Expected Result/Impact: Teachers will have the necessary planning time to regularly plan impactful instruction. Staff Responsible for Monitoring: administrators and leadership team TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Mar	June
			
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Goal 2: High Performing and Engaged Workforce

Performance Objective 2: 2.2 Annually increase the retention rate of highly effective faculty and staff.

Strategy 1 Details	Formative Reviews		
Strategy 1: Communicate campus needs with district leadership, while always considering the creative scheduling. Needs will be based on data, case loads, and enrollment. We will also incorporate on-going and proactive recruitment strategies to include attendance at job fairs, social media posts, etc. Strategy's Expected Result/Impact: High quality teachers will stay at East Cliff and others will desire to become employed. Staff Responsible for Monitoring: administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Plan opportunities through the year to support new-to-campus teachers (BOY orientation, check-ins, optional after school PD, peer visits) Strategy's Expected Result/Impact: New teachers will feel supported, thus increase retention rates. Staff Responsible for Monitoring: administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Establish a culture of feedback by regularly seeking and responding to feedback. Strategy's Expected Result/Impact: Collaborative culture, improved EOY survey results Staff Responsible for Monitoring: administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
			
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Goal 3: Quality Service and Impactful Community Engagement

Performance Objective 1: 3.1 Annually increase the percentage of student satisfaction.

Strategy 1 Details	Formative Reviews		
Strategy 1: Continued High-yield strategy implementation (Provide Kagan, Lead4ward Overview ; provide structure of the week/month in "Cliff Notes" and shared in collaborative times together, participation in "Innovator's Mindset" book study) Strategy's Expected Result/Impact: Increased daily attendance, reading and math growth Staff Responsible for Monitoring: administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Continued implementation of a learner-centered culture (to include Positive Behavior Intervention and Supports, Capturing Kids Hearts, PurposeFull People) Strategy's Expected Result/Impact: Increased daily attendance, reading and math growth, improvement in SEL and EOY surveys Staff Responsible for Monitoring: administrators, counselor ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Develop and increase opportunities for student leadership (safety patrol, clubs, daily announcements, Lil Cat Librarians, student leadership team). Strategy's Expected Result/Impact: Increased daily attendance, reading and math growth, improvement in SEL and EOY surveys Staff Responsible for Monitoring: administrators, club sponsors ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			









Goal 3: Quality Service and Impactful Community Engagement

Performance Objective 2: 3.2 Annually increase the percentage of parent/family satisfaction and engagement.

Strategy 1 Details	Formative Reviews		
Strategy 1: Communicate School expectations and positive behavior supports/strategies with families (communicate via website/FB, newsletters/notes home our campus expectations and philosophy of student conferencing and logical conferences) Strategy's Expected Result/Impact: Increased EOY survey (School rules/discipline plans are enforced consistently at my child's school) Staff Responsible for Monitoring: administrators	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue implementation of promoting positive behaviors with our staff (PBIS, de-escalation training/techniques provided) Strategy's Expected Result/Impact: Decreased office referrals, increased positive behavior/culture Staff Responsible for Monitoring: administrators ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide regular and frequent feedback on student progress (via Skyward, parent conferences) Strategy's Expected Result/Impact: Increased EOY survey data Staff Responsible for Monitoring: administrators ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Mar	June
			
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Goal 3: Quality Service and Impactful Community Engagement

Performance Objective 3: 3.3 Annually increase the percentage of community satisfaction and engagement.

Strategy 1 Details	Formative Reviews		
Strategy 1: Celebrate and honor Veteran's with a Veteran's day celebration (zoom link sent to families/decorate the front of the school) Strategy's Expected Result/Impact: Increased scores in district community survey Staff Responsible for Monitoring: administrators ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase social media posts communicating information, fun facts, etc. about our campus/district to increase engagement Strategy's Expected Result/Impact: Communicate campus happenings, events, and celebrations including student performance and campus culture via social media (FB) and campus website, thus increasing community survey. Staff Responsible for Monitoring: administrators ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			








Goal 4: Efficient and Effective District and Campus Operations

Performance Objective 1: 4.1 Annually improve operational processes.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide cross training to ensure capacity is built with operational processes. Strategy's Expected Result/Impact: Cross training will take place with Skyward (enrolling, running reports and rosters,) Raptor, marquee, purchasing processes, website, School Messenger, Remind. Cross training will result in efficient operations and increased skill set for more staff members. Staff Responsible for Monitoring: Administrators, campus secretary ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Rotate dismissal duty stations each 9 weeks. Strategy's Expected Result/Impact: Updated duty roster each 9 weeks will results in increased safety and operational processes as there will be increased knowledge of procedures. Staff Responsible for Monitoring: Administrators, teachers, support staff ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Create weekly communication via "Cliff Notes" Newsletter and/or PLCs, faculty meetings, and the use of Remind Strategy's Expected Result/Impact: Communication and opportunities to meet will provide clarity on processes and procedures. Staff Responsible for Monitoring: Administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			










Goal 4: Efficient and Effective District and Campus Operations

Performance Objective 2: 4.2 Maintain fiscal, viability, stewardship, and improve staff knowledge of sustainable budgeting processes.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement processes and procedures outlined in Budget Manual Strategy's Expected Result/Impact: compliance Staff Responsible for Monitoring: administrators, campus secretary ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 2. Ensure campus bookkeeper training as well as collaboration with Budget and Finance Office Strategy's Expected Result/Impact: Attendance at monthly HR/Business round tables, clarity on processes and procedures Staff Responsible for Monitoring: Administrators, campus secretary ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Clearly communicate budget deadlines to staff (BOY communication, faculty meetings, calendar invites, PLCs, "Cliff Notes") Strategy's Expected Result/Impact: Ensuring funds are spent timely and to benefit current students Staff Responsible for Monitoring: administrators, campus secretary ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			










Goal 4: Efficient and Effective District and Campus Operations

Performance Objective 3: 4.3 Ensure strategic alignment of resources.

Strategy 1 Details	Formative Reviews		
Strategy 1: Create site-based decision-making team Strategy's Expected Result/Impact: Collaborative decisions made with all stakeholders Staff Responsible for Monitoring: administrators ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Comply with current campus budget allotment and develop future budget Strategy's Expected Result/Impact: Meet with departments, campus secretary, and SBDM to develop needs assessment and allocate appropriate funds to support learner needs Staff Responsible for Monitoring: administrators, campus secretary ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Perform frequent campus walkthroughs Strategy's Expected Result/Impact: Walkthroughs would provide data on needs as well as the use of high quality materials and resources Staff Responsible for Monitoring: administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		
	Jan	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Efficient and Effective District and Campus Operations

Performance Objective 4: 4.4 Annually improve safety and security.

Strategy 1 Details	Formative Reviews		
Strategy 1: Perform weekly door checks Strategy's Expected Result/Impact: 100% with compliance of all district safety & security policies & protocols. Staff Responsible for Monitoring: administrators, SROs	Formative		
	Jan	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Create campus safety team Strategy's Expected Result/Impact: -100% with compliance of all district safety & security policies & protocols -Blind spots revealed and proactive measures created -debriefing that prompts corrective action Staff Responsible for Monitoring: administrators ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: 3. Provide safety updates as needed (in person in in "Cliff Notes" for timely updates concerning the previous week's safety walks Strategy's Expected Result/Impact: Timely, corrective action Staff Responsible for Monitoring: administrators ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Campus Funding Summary

199/25 - State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	4			\$1,365.00
Sub-Total					\$1,365.00
Budgeted Fund Source Amount					\$1,365.00
+/- Difference					\$0.00
289 - Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Panarama/PurposeFull People		\$500.00
Sub-Total					\$500.00
Budgeted Fund Source Amount					\$500.00
+/- Difference					\$0.00
199/21 -State Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Enrichment supplies/resources		\$2,200.00
1	2	1	Enrichment supplies/resources		\$2,200.00
Sub-Total					\$4,400.00
Budgeted Fund Source Amount					\$4,400.00
+/- Difference					\$0.00
Special Education (PIC 23)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Before/after school/small group support		\$800.00
1	2	1	Before/after school/small group instruction/resources		\$520.00
Sub-Total					\$1,320.00
Budgeted Fund Source Amount					\$1,320.00
+/- Difference					\$0.00

State Compensatory (PIC 24,30)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Before/after school/small group support		\$6,500.00
1	1	3			\$304,438.00
1	1	4	Before/after school/small group instruction and support		\$4,500.00
1	2	1	Before/after school/small group instruction/resources		\$2,500.00
1	2	2			\$0.00
Sub-Total					\$317,938.00
Budgeted Fund Source Amount					\$317,938.00
+/- Difference					\$0.00
Dyslexia (PIC 37,43)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$1,107.00
Sub-Total					\$1,107.00
Budgeted Fund Source Amount					\$1,107.00
+/- Difference					\$0.00
Grand Total Budgeted					\$326,630.00
Grand Total Spent					\$326,630.00
+/- Difference					\$0.00