

Gregory-Portland Independent School District
East Cliff Elementary
2018-2019 Campus Improvement Plan



Mission Statement

Call to Action

G-PISD students thrive in an ever changing, global society through a sense of excellence, strong work ethic, and a desire to contribute.

Vision

East Cliff, along with our parents and community, is dedicated to provide a rigorous educational environment that creates well-rounded and life-long learners.

R.O.A.R. = Rigor, Ownership, Achievement, Responsibility!

East Cliff Motto: “Today’s Challenge is Tomorrow’s Achievement”.

Core Beliefs

STRATEGIC PLANNING DESIGN TEAM BELIEFS AND LEARNER OUTCOMES

Beliefs:

*Educating our children is a fundamental responsibility of our entire community.

*By investing in the education and socialization of the whole person, we ensure opportunities for success in life.

*Successful education results from acknowledging the individual goals, strengths, and learning styles of our students and providing diverse opportunities to fulfill those needs.

*Extracurricular activities provide necessary life lessons and character building skills to help develop a well-rounded adult.

*The ability to apply critical thinking and problem-solving skills in the decision making process are essential in order to attain desired outcomes.

*Students need to experience challenges in their learning environment while still feeling comfortable enough to take a risk and be able to fail forward.

Learner Outcomes:

*All students engage in relevant learning.

*All students participate in at least one co-curricular, extracurricular or school club activity per year.

*All students will exhibit the following: Critical Thinking, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility and Social Responsibility.

*All students contribute to society by participating in community service each year.

*All secondary students develop, implement, and annually update a written plan for post-graduation.

*Every graduate is fulfilled in their pursuits.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

East Cliff Elementary is located within Gregory-Portland ISD in the Southeastern portion of San Patricio County, just eight miles north of Corpus Christi on Highway 181. Gregory was designated as a station on the San Antonio and Aransas Pass Railroad in 1866. Portland was settled in 1890-1891 and was once a vegetable growing and shipping center. Today, Gregory and Portland have a combined population of 18,300.

- At the start of the 2016-2017 school year, the newly constructed East Cliff Elementary campus opened. The campus serves 540 students in grades K-5. With the projected growth in industry and availability of housing in the next year, we can expect to see an increase in enrollment.
- The percentage of *economically disadvantaged* students has increased from 19.1% in 2014 to 23.5% at the end of the 2016-2017 school year.
- Enrollment in *special education* has increased from 6.8% (2014) to 8.4% (2016).
- The campus percentages of *English Learners* (EL) have increased slightly from 1.8% in 2015 to 2.5% at the end of the 2016-2017.
- The ethnic distribution is as follows: African American .4%; Hispanic 38.6%; White 55.8%; American Indian .8%; Asian 2.7%; Two or More Races 1.7%

Demographics Strengths

- Attendance rates improved slightly from 96.5% in 2015 to 96.8% in 2016, one percentage point higher than the state average at 95.8%.
- The mobility rate for 2016-2017 was 10.5%, which was below the state average of 16.2%
- Teacher experience in 2016-2017 continues to be a strength of the district. 6.4% of the teachers at East Cliff are designated as “Beginning Teachers” while the state average for the year was 7.8%. 29.6% of the East Cliff teachers have 11 or more years of experience, where the state average is 27.8%.

Student Academic Achievement

Student Academic Achievement Summary

East Cliff Elementary achieved Met Standard for the 2017-2018 school year, and received two distinction designations for Closing Performance Gaps and Post Secondary Readiness. The campus STAAR results showed progress on **six out of eight** assessments that were given in the spring of 2017. One passing percentage stayed the same and one decreased.

Grade	Content	ALL STUDENTS		ECD		LEP		HISPANIC		WHITE	
		# STUDENTS	% Approaches	# STUDENTS	% Approaches	# STUDENTS	% Approaches	# STUDENTS	% Approaches	# STUDENTS	% Approaches
3	Reading	110	81%	50	78%	9	78%	45	73%	52	83%
3	Math	110	80%	50	72%	9	67%	45	69%	52	87%
4	Reading	97	91%	45	84%	*	*	40	88%	48	92%
4	Math	96	95%	44	93%	*	*	39	95%	48	94%
4	Writing	98	84%	47	74%	*	*	41	80%	48	83%
5	Reading	91	87%	29	83%	5	40%	37	84%	48	90%
5	Math	91	98%	29	100%	5	80%	37	97%	48	100%
5	Science	90	79%	27	74%	*	*	36	69%	48	85%

The LEP and Economically Disadvantaged subpopulations showed growth from 2016 to 2017 but remain areas of focus. Both of these demographic groups had lower Meets Grade Level and Masters Grade Level achievement than other subpopulations that met minimum size requirements.

Content Area	ALL STUDENTS		ECD		LEP		HISPANIC		WHITE	
	% MEETS	% MASTERS	% MEETS	% MASTERS	% MEETS	% MASTERS	% MEETS	% MASTERS	% MEETS	% MASTERS
Reading /ELA	61%	35%	51%	26%	20%	13%	51%	25%	67%	39%
Math	63%	37%	55%	33%	53%	20%	58%	31%	64%	41%
Science	53%	21%	41%	26%	*	*	33%	8%	65%	25%
Writing	43%	21%	33%	15%	*	*	56%	12%	67%	29%

Student Academic Achievement Strengths

East Cliff Elementary achieved Met Standard for the 2017-2018 school year, and recieved five distinction designations for the following:

Top 25 percent: Student Progress

Top 25 percent: Closing Performance Gaps

Post Secondary Readiness

Increases in passing percentages were seen in six of eight assessments, with one remaining the same.

School Processes & Programs

School Processes & Programs Summary

Gregory-Portland ISD provides all teachers with an aligned curriculum to ensure that educators across the district have a cohesive plan to ensure all students have access to the required state standards and assured learning experiences.

The district's commitment to a fully-staffed curriculum and instruction team provides for an appropriate level of campus support to better meet students' needs. Intentional efforts and processes will be continued to increase fidelity of curriculum implementation, instructional best practices, programs, processes and procedures for compliance.

East Cliff Elementary with Gregory-Portland ISD has prepared a Technology Plan to articulate a common vision for technology in the district and to identify the strategies that ensure the use of technology to improve the academic achievement of all students, to provide alternative instructional strategies for engaging all types of learners, to provide enhanced resources, and to assist students in the development of higher level skills in technology, research, critical thinking, and communication. The district strives to provide the rigorous curriculum standards essential for academic and workplace success, and to build the capacity of all teachers to integrate technology effectively into teaching and learning.

School Processes & Programs Strengths

East Cliff Elementary with Gregory-Portland ISD provides an aligned system of student-first planning that incorporates curriculum, instruction, assessment, and professional learning. East Cliff teachers are allowed common planning times throughout the year.

The district curriculum is written with a high level of rigor, designed to engage students in inquiry-based experiences, with a focus on applying strategies and content area knowledge in meaningful contexts. District developed assessments are adjusted based on teacher and administrator input to provide timely feedback to classroom teachers as well as campus administrators regarding student mastery of the curriculum. Student data is gathered in an on-going manner in order to inform classroom instruction as well as to inform improvements to the curriculum. G-PISD administrators work cooperatively with principals in strengthening their ability to be instructional leaders. East Cliff incorporates assessment data (CBA, etc.) to identify and address strengths, weaknesses, and gaps in the curriculum at district and campus level.

Each classroom has a permanently mounted LCD projector with a screen (for teacher instruction as well as virtual lessons) connected to a computer with a DVD/CD player and cable TV capabilities, a document camera, interactive whiteboards and access to a printer/scanner/copier. These items are located on a mobile multi-media teacher workstation. Student responders are available for teacher and student use. Teachers have a portable computer (ie laptop, tablet computer, or other portable device). In addition, the classroom is equipped with a digital camera, sound system, miniature microphones for voice amplification and wireless networking.

Perceptions

Perceptions Summary

Results from East Cliff's most recent parent and student engagement surveys conducted in May of 2017 reveal average to above-average satisfaction with the school district and its campuses ([CLICK HERE to view results](#)). Scores increased from the previous year in most areas, and with regard to community outreach/communication that provide a glimpse of our stakeholders' perceptions toward East Cliff. District and Campus Site-Based Decision Making (SBDM) Committees provide valuable insight and support. Still, there are significant needs to be addressed within the next 1-3 years, including but not limited to:

1. Parent engagement in student learning at home, school;
2. Community volunteerism and opportunities to partner with the District;
3. Further development of communication outreach and notification systems;
4. Translation services for non-English speaking families;
5. Continuing advancements to enhance school culture and climate, including proactive measures to reduce the threat of bullying and significant disciplinary issues; and the
6. Development of district and campus culture, internally and externally, to continue providing an inclusive, positive learning environment for student success.

Perceptions Strengths

Among the advancements identified by internal and external stakeholders related to district culture and climate, the following were considered strengths in the last two years:

1. Increased community outreach, engagement via social media, website, and media outlets;
2. Addressed needs and improvements related to incident and emergency notifications;
3. Addressed need to provide online option to report a potential instance of bullying;
4. Increased community giving/partnerships in support of East Cliff students and teachers;
5. Increased number of participants for Community and Student Engagement (CaSE) surveys;
6. Improved campus ratings for CaSE surveys, in particular related to the culture and climate of the school environment;
7. Positive feedback from the community related to recent district initiatives and progress including but not limited to: Bond Projects/Construction; Hurricane Harvey response/management; Community partnerships; Fiscal management; New website design, event calendars; Student and staff recognition; and some improvements to campus communication/outreach.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility

- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP 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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- 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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Students will make a year's growth each year in reading and math; overall student achievement will increase under the state's measurement, and we will meet expectations for closing the performance gaps between student populations.

Performance Objective 1: The calculated "overall rating" for the district under the state's adopted A-F accountability system will increase by 7 points from an 85 (B) to a 92 (A) by 2023.

Evaluation Data Source(s) 1: The state's adopted A-F accountability system






Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Continue to monitor current in-school and after-school activities that provide participation opportunities for all students.	2.5	Principals PEIMS Counselors	Campus PEIMS data regarding in-school and after-school activities available to students to determine if accessible to all students.			
2) Implement the district's technology plan. (see Addendum)		Director of Technology	The District Technology Plan will be reviewed throughout the school year to ensure technology goals for the district are being met.			
Comprehensive Support Strategy 3) Gap Intervention Specialists (GIS) will provide small group instruction to at-risk students. TEC 11.252 TEC 11.253	2.5, 2.6	District Intervention Specialist GIS Principals	The percent of students meeting the NWEA projected RIT growth measure in both reading and math from Fall (beginning of year) to Spring (end of year) will increase.			
4) Implement the reading RtI manual to identify and provide support to students in tier 1, 2 and 3. Redesign the math and behavior RtI manual to identify tier 1, 2 and 3 interventions and resources to serve at-risk students.	2.4, 2.6	District Intervention Specialist Director of Special Education GIS Principals District Curriculum Directors Campus RtI leads	RtI meetings will take place 3 times per year so that students will have identified Tier 2 and 3 interventions and resources. The district will adopt a math Response to Intervention manual that identifies both our processes and available resources to serve students identified as at-risk.			

<p align="center">Comprehensive Support Strategy</p> <p>5) Require Summer Academy for students at -risk of not meeting promotion criteria at elementary and secondary levels.</p>	2.6	Assistant Superintendent of School Leadership Directors of Instructional Services Director of Federal and Special Programs Summer Academy Principals	Students attending Summer Academy will attain skills necessary to be promoted to the next grade level.			
<p>6) Participate in South Texas Curriculum Collaborative (STCC) to provide professional development to staff. PL 107-110 Sec 2123(b)</p>		Directors of Instructional Services Principals Classroom Teachers	Teachers and administrators will receive training that will be delivered to build capacity on campuses.			
<p align="center">Comprehensive Support Strategy</p> <p>7) Campus will ensure representation on Bilingual Program Committee to evaluate and plan the bilingual program.</p>		Assistant Superintendent of School Leadership Assistant Superintendent of C&I Human Resource Director Director of Federal and Special Programs	The committee will monitor enrollment numbers and review and study the feasibility of expansion and changes to the existing program while considering the evaluation of the program.			
<p>8) Provide general and special education teachers, GIS, and administration an opportunity to participate in Data Digs and Accountability meetings through PLCs for grades K-EOC. PL 107-110 Sec. 2123(b) TEC 11.252(3)(F)</p>	2.6	Directors of Instructional Services Director of Assessment & Accountability Campus Administration	Teachers and administrators will use the data analyzed and implement strategies to address respective campus needs to see an increase in academic achievement.			
<p>9) Require new hires and encourage current staff to become ESL and/or Bilingual certified with district reimbursement of testing and certification costs. PL107-110 Sec. 2123(b)</p>		Director of Human Resources Principals	The district will meet state compliance of required ESL and bilingual requirements.			

<p>10) Continue to monitor the fidelity of implementation of lead4ward strategies and training for instructional delivery and leadership support.</p> <ul style="list-style-type: none"> -Instructional Field Guides -Leading Learning Series to include: implementation support, leadership coaching, Think Conference -Accountability Connect -Field Guides -Student Learning Reports -Content Snapshot -Instructional Strategies Playlist -Academic Vocabulary -IQ Analysis -Engaging Experiences -Frequency of Distribution by TEKS Cluster -Thinking Stems -TEKS Scaffold -TCMPC TEKS Resource 		<p>Assistant Superintendent of School Leadership Assistant Superintendent of C&I Directors of Instructional Support Principals Teachers</p>	<p>Teachers and administrators will use the lead4ward resources to implement strategies necessary to improve student performance on STAAR assessments.</p>			
<p>11) Administer Curriculum Based assessments in math and reading grades 2 through 5 and social studies and science in grade 5.</p>		<p>Directors of Instructional Services Principals Teachers</p>	<p>Teachers and administrators will use the CBA data to implement strategies and plan instruction effectively to improve student performance on STAAR assessments.</p>			
<p>12) Provide staff development in effective instructional strategies to improve engagement and student performance.</p> <ul style="list-style-type: none"> -Lead4ward -Balanced Literacy -Guided Math -Kagan -Bilingual Instructional Support -Empowering Writers -Bill MacDonald -TAGT for Gifted & Talented <p>PL 107-110 Sec. 2123(b) TEC 11.252(3)(F)</p>		<p>Directors of Instructional Services Principals Teachers</p>	<p>Teachers and administrators will learn highly effective instructional strategies to increase student engagement and academic performance.</p>			
<p>13) Provide Balanced Literacy training and materials to further support sustainability in grades K-5. PL 107-110 Sec. 2123(b)</p>		<p>Balanced Literacy Certified Trainer Director of Instructional Services-ELAR/SS Principals Teachers</p>	<p>Strategies from Balanced Literacy training will be implemented and we will see an increase in student achievement in reading through progress monitoring.</p>			
<p>Funding Sources: 199/21 - State Gifted and Talented - 500.00</p>						

<p align="center">Comprehensive Support Strategy</p> <p>14) Provide progress monitoring programs to include: -Measure of Academic Progress (MAP) -IStation (KG-8) -Think Through Math (TTM) (2-9) -Reasoning Mind (KG-5) -Imagine Learning (KG-5 EL only)</p>		Directors of Instructional Services District-wide Instructional Specialist Principals Gap Intervention Specialists Dean of Instruction Classroom Teachers	Student usage reports will be correlated with STAAR achievement and progress demonstrating effectiveness through the use of the systems.			
<p>15) Provide training through EduHero to all campus staff in recognizing students with characteristics of dyslexia and/or related disorders and establish district procedures for identification and assessment. TEC 11.252(3)(F)</p>		Director of Federal and Special Programs Director of Special Education Director of Instructional Services District-wide Instructional Specialist Counselors Principals Dyslexia Teachers	Earlier detection of dyslexia and related disorders to begin necessary interventions.			
<p align="center">Comprehensive Support Strategy</p> <p>16) Provide professional development in the ELPS Academy for new core content teachers. TEC 11.252(3)(F) TEC 11.252 (a)(3)(B)(iv)</p>		Director of Federal and Special Programs Director of Human Resources Principals	Strategies from ELPS academy will be implemented and we will see an increase in EL student achievement.			
<p>17) Work with Justice of the Peace and Truancy Prevention Coordinator regarding truancy.</p>		Directors of Instructional Support Principals	There will be a reduction in chronic absenteeism which will positively impact student achievement.			
<p>18) Enhance curriculum through guest speakers and cooperative initiatives with local private and public entities.</p>		Directors of Instructional Support Principals	Guest speakers from private and public entities will present to students to enhance curriculum.			
<p>19) Implement community/districtwide reading programs that encourage partnerships between the community library and school libraries.</p>		District Librarian Library Aides Principals Classroom Teachers	Strengthening of the collaboration between school district and community partners.			
<p>20) Students will utilize Community in Schools to access community resources.</p>		Counselors Community in Schools Counselors	Students placed in the Connections Program will utilize community resources provided through Community in Schools.			
<p>21) Analyze information from parent and student surveys and implement activities to strengthen parental and family engagement. Section 1116(a)(2)(B)</p>	3.1, 3.2	Communications Officer	Increase in activities for parent and family engagement.			


22) Utilize appropriate 3rd party electronic platforms for message communication including, but not limited to, Skyward, Schoolmessenger, Survey platforms, Remind, social media and mobile technology.		Communications Officer Principals Teachers	Community and Parent communication will be timely, positive, correct and often.			
23) Provide students with before and/or after school access to computers for purposes of doing homework, schoolwork, and/or research projects.		Directors of Instructional Services Director of Technology Principals Teachers	Increase student achievement through additional access to technology beyond the normal school hours.			
Comprehensive Support Strategy 24) Provide non-English speaking English Learners (EL) students access to an iPad assist with translation during the school day.		Director of Federal and Special Programs Director of Technology Principals Teachers	Strengthen English competency and communication skills for EL students.			
Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7 25) Provide support for teachers by offering opportunities to learn from one another through observation and instructional rounds.		Principals Instructional Rounds Team	Teachers will improve classroom management skills and instructional strategies by observing peers and debriefing.			
Critical Success Factors CSF 2 26) Participate in data-driven decision making to improve instruction and student performance.		Principals Teachers Gap Intervention Specialist Counselors	Staff will analyze data and implement strategies to address student needs to increase academic performance and close achievement gaps.			
Critical Success Factors CSF 1 CSF 2 27) Continue implementation of campus wide BOY, MOY, EOY writing samples to increase writing opportunities and data to drive specific writing instruction.		Principals Teachers Gap Intervention Specialists	Writing samples will provide data to drive individualized writing instruction with specific focus on our economically disadvantaged population.			
Critical Success Factors CSF 4 28) Implement creative master scheduling adjustments to include intervention and enrichment opportunities built within the school day.		Principals Counselor Teachers Gap Intervention Specialist	Scheduled intervention and enrichment time will allow for purposeful, targeted small-group instruction time to meet the needs of students.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: The district will improve Early Childhood Readiness (PK-3)

Performance Objective 1: The percent of students (K-3) meeting the NWEA projected RIT growth measure in both Reading & Math from Fall (Beginning of Year) to Spring (End of Year) will increase by 14%, from 49% to 63%, by 2023 on the NWEA MAP Growth evaluation.

Evaluation Data Source(s) 1: The NWEA projected RIT growth measure in both Reading & Math from Fall (Beginning of Year) to Spring (End of Year)

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Analyze NWEA MAP data in order to screen and identify dyslexia and related disorders at the end of the kindergarten and first grade school years.	2.6	District-wide Instructional Specialist Dyslexia Specialists	Early identification and intervention for a child with dyslexia to improve the child's academic success.			
2) Complete and publish the High-Quality Kindergarten Self-Assessment tool in order to evaluate the quality of the kindergarten program and define specific pathways for continuous improvement leading to positive child outcomes.		KG Teachers District-wide Instructional Specialist Principals Assistant Principals	Completed Self-Assessment tool with strategies for improvement.			
<p>Critical Success Factors CSF 1 CSF 2</p> 3) Data review sessions will be held at minimum every 9 weeks to review student progress including but not limited to course grades, progress monitoring tools and MAP growth measures.		Principals Counselor Gap Intervention Specialist	Teachers will continually monitor progress ensuring all students are improving continually.			
						

Goal 2: The district will improve Early Childhood Readiness (PK-3)

Performance Objective 2: The district will increase Pre-K enrollment by 45% of current enrollment (83 students), by the year 2023.

Evaluation Data Source(s) 2: Enrollment data for Pre-K

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Through the Bilingual Committee, East Cliff will participate in ongoing committee activities.		Bilingual Committee	Add a Pre-K/Kindergarten Bilingual Classroom at WCA.			
Comprehensive Support Strategy 2) Participate in investigating the pros and cons of expanding Pre-Kindergarten to an all-day program.		Assistant Superintendent of C&I Assistant Superintendent of Campus Leadership Principals District Directors	Analysis to include benefits and disadvantages to expanding Pre-Kindergarten to an all-day program.			
						






Goal 3: The district will increase the number of students who graduate College, Career, or Military Ready (CCMR) as defined by the state accountability system.

Performance Objective 1: The number of students who successfully achieve the college-readiness designation through completion of 12 hours of dual-credit, scoring 3 or 4 on an AP exam, CTE coherent sequence completion, performance on an SAT/ACT/TSI assessment, receiving an Associate Degree, Armed Forces enlistment, workforce readiness, and/or receiving a recognized industry certification in a technical field will increase by 10% from 51% to 61% by 2023.

Evaluation Data Source(s) 1: the number of students who graduate College, Career, or Military Ready (CCMR) as defined by the state accountability system.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Establish partnerships that provide opportunities for the district and partners to work together. TEC 11.253(d)9		Chief Financial Officer Communications Officer	Partnerships will be formed to enhance district and campus engagement.			
2) Utilize Communities in Schools (CIS) to access community resources.		HS Principal MS Principal CIS Counselor	Students will utilize community resources through Communities in Schools staff and program.			
Critical Success Factors CSF 4 3) Recognize students with perfect/improved attendance throughout the year with monthly incentives and semester awards ceremonies.		Principal Assistant Principals Counselor	There will be an improvement in attendance which will positively impact student achievement and preparation.			
Critical Success Factors CSF 4 4) Teachers submit 'soft attendance' by 8:30 am so parents of absent students may be called prior to official attendance taking time.		Principals Teachers PEIMS	Phone calls will result in parents bringing students to school, reducing chronic absenteeism, and positively impacting student success.			
5) Provide opportunities for students to participate in academic competitions such as: -UIL -Spelling Bee -Science Fair and learning opportunities such as field trips, clubs and organizations.		Principals Campus Coordinators	By providing opportunities for students to participate in academic competitions, trips and organizations, we will promote high expectations for all students both in academic performance and secondary readiness.			

6) Promote college and career readiness with college day each Wednesday accompanied with announcements and classroom activities.		Principals Teachers Counselor	Students will become more aware of available opportunities to them after high school.			
<p style="text-align: center;">Critical Success Factors CSF 1</p> 7) Enhance the school's Gifted & Talented program by providing opportunities for students to participate in the Texas Performance Standards Project (TPSP).		Principals G/T Teachers Counselor	Participation in a self-selected project based activity will enhance the student's educational experience leading to an interest in additional educational opportunities.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: The district will enhance security, facilities, finance, and operations to provide a safe, supportive learning environment.






Performance Objective 1: The district will maintain compliance in all operational areas, with internal system audits performed as appropriate.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Ensure all students in required courses participate in a coordinated school health program that emphasizes moderate to vigorous physical activity regularly in physical education classes to promote healthy lifestyles. TEC 11.253(d)(10)		School Health Advisory Committee (SHAC) Principals PE Teachers	Students will participate in moderate to vigorous physical activity regularly in physical education classes to promote healthy lifestyles.			
2) Monitor and evaluate intervention and enrichment programs/resources being implemented including (GT, RTI, GCS Dyslexia and Gap Intervention Specialists). TEC 11.252		Director of Federal and Special Programs District Intervention Specialist Director of Special Education	The district will adopt a Response to Intervention manual that identifies both our processes and available resources to serve students identified as at-risk.			
Funding Sources: 199/21 - State Gifted and Talented - 500.00						
Comprehensive Support Strategy 3) Review current implementation services provided to English Learner students and provide recommendations for expansion and refinement of the Bilingual program.		Assistant Superintendent of C&I Assistant Superintendent of School Leadership Director of Federal and Special Programs	The district will meet state compliance of a required and best-practices bilingual requirements.			
Critical Success Factors CSF 5 CSF 6 4) Provide family math/science and reading nights designed to enhance family/student engagement.	3.2	Directors of Instructional Support Principals Teachers	Enhance family and student engagement through family math/science and reading nights.			
5) Incorporate nutrition and health education into the curriculum to encourage life-long healthy choices. TEC 11.253(d)(10)		Principals PE Teachers Health Teachers	Students' will make healthy choices through nutrition and health education in the schools.			

6) Provide counseling services on every campus to ensure students' social and emotional needs are being met. Include suicide prevention and conflict resolution. TEC 11.252(3)(B)(I) and (ii)		Counselors	Students' social and emotional needs will be met through counseling services including but not limited to suicide prevention and conflict resolution.			
7) Regularly Monitor discipline reports. TEC 11.252(3)(E)		Director of Special Education Principals	Discipline reports will be analyzed to reduce discipline infractions.			
8) Provide classroom teachers training regarding de-escalation strategies and techniques. TEC 11.252(3)(F)		Director of Special Education	Teachers will attend training and be equipped to de-escalate situations when needed.			
9) Utilize School Resource Officers (SRO) and other staff and assemblies to provide prevention activities regarding dating violence, bullying and harassment. TEC 11.252(3)(B)(ii) TEC 37.0832		SROs Principals	Students will be aware and educated in dating violence, bullying and harassment.			
10) Review and inform staff and students (when appropriate) of district policies related to: -Dating violence -Sexual abuse and other maltreatment of students -Multi-hazard Emergency Operating Plan (MEOP) -Freedom from Bullying -Allergy Plan -Suicide prevention -Child abuse -Sexual Harassment TEC 11.252(3)(B)(ii) TEC 38.0041(c) TEC 11.252(9) TEC 37.001 TEC 37.0831		Principals Counselors Paraprofessionals Teachers	Staff and student awareness of district policies related to dating violence, sexual abuse and other maltreatment of students, multi-hazard Emergency Operating Plan (MEOP), freedom from, bullying, allergy plan, suicide prevention, child abuse and sexual harassment.			
11) Campus will have representation that participates in evaluation of remaining and/or new programs for fidelity and efficiency.		Principals Teachers	Two content areas will be evaluated under the proposed process.			
12) Support a safe learning environment by implementing strategies to decrease disciplinary infractions, tobacco, alcohol and drug offenses, and incidents of violence. TEC 11.252(3)(E) TEC 11.252(3)(B)(iii)		Principals Counselors SROs	Disciplinary infractions, tobacco, alcohol and drug offenses, and incidents of violence will be decreased.			


13) Ensure every student and teacher has access to compatible technology devices for teaching and learning. TEC 11.252(a)(3)(D)		Director of Technology	Campuses will see an increase in the number of devices available to students for instructional delivery.			
14) Continue to implement training and strategies to improve threat assessment and management, relationship building, leadership, safety and communication skills.		Assistant Superintendents Campus Administration Director of Safety and Security	Administrators and the CRISIS team will utilize techniques acquired during the training in order to strengthen communication between students, staff, families and communities.			
15) Strengthen campus safety and security programs for all campuses.		Assistant Superintendents Director for Safety & Security Campus Administration	The district will add personnel to monitor entrances and exits to to all district buildings. The district will continue to monitor needs and add equipment as needed.			
Critical Success Factors CSF 5 CSF 6 16) Continue implementation of positive behavior strategies and incentives such as: -"Caught You Being Good" -"Shout Outs"		Principals Counselor Teachers	Discipline infractions will decrease and positive behaviors will increase. Positive relationships will develop between home and school.			
Critical Success Factors CSF 6 17) School-wide Expectations Presentation will be held to outline expectations for every area of the school to support positive behavior interventions and support.		Principals Counselor Teachers	Students will know the school-wide expectations resulting in a decrease in discipline infractions and an increase in positive behaviors, "CYBG" tickets and shout-outs.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: The district will enhance security, facilities, finance, and operations to provide a safe, supportive learning environment.

Performance Objective 2: The Superintendent will make recommendations for the purchase and sale of real estate, and annually assess the use of property owned by the district.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Conduct Exterior Facilities Assessments for campus.		Director of Maintenance and Operations Principals District Directors	Gather monthly assessments from assigned staff that reviews district facilities for needs and enhancements.			
						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	3	Gap Intervention Specialists (GIS) will provide small group instruction to at-risk students. TEC 11.252 TEC 11.253
1	1	5	Require Summer Academy for students at -risk of not meeting promotion criteria at elementary and secondary levels.
1	1	7	Campus will ensure representation on Bilingual Program Committee to evaluate and plan the bilingual program.
1	1	14	Provide progress monitoring programs to include: -Measure of Academic Progress (MAP) -IStation (KG-8) -Think Through Math (TTM) (2-9) -Reasoning Mind (KG-5) -Imagine Learning (KG-5 EL only)
1	1	16	Provide professional development in the ELPS Academy for new core content teachers. TEC 11.252(3)(F) TEC 11.252 (a)(3)(B)(iv)
1	1	24	Provide non-English speaking English Learners (EL) students access to an iPad assist with translation during the school day.
2	2	2	Participate in investigating the pros and cons of expanding Pre-Kindergarten to an all-day program.
4	1	3	Review current implementation services provided to English Learner students and provide recommendations for expansion and refinement of the Bilingual program.

Campus Funding Summary

199/25 - State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,575.00
+/- Difference					\$1,575.00
199/21 - State Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12			\$500.00
4	1	2			\$500.00
Sub-Total					\$1,000.00
Budgeted Fund Source Amount					\$3,403.00
+/- Difference					\$2,403.00
199/11 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$14,504.00
+/- Difference					\$14,504.00
Grand Total					\$1,000.00