

Calallen Independent School District
East Elementary
2022-2023 Campus Improvement Plan

Accountability Rating: C

WE ARE
CALALLEN

Mission Statement

Calallen East Elementary develops well-rounded children by instilling a sense of self-respect, compassion and purpose.

Vision

Calallen East Elementary will provide and actively promote a culture of collaboration focused on positive change in our students, families and community.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The East Elementary staff is committed to the belief that **all** students deserve a quality education. The campus plan is mutually supportive of the Calallen I.S.D. district improvement plan to accomplish the identified objectives and to address all pertinent federal planning requirements. The campus plan includes requirements as stated in the Texas Education Code.

Annual analysis of the plan and review of related assessment data are used to determine objectives that address campus goals. Then specific strategies and action steps are developed to address these objectives. This process ensures a commitment to excellence and a resolve to provide the best instructional plan for every East Elementary student.

The membership of the SBDM consists of teachers, administrators, parents, community members and business representatives. The SBDM committee met to review and accept the plan.

The needs assessment for this campus plan included both formal and informal data from various sources.

Strategies include activities and available resources that will be used to accomplish identified long-range goals and annual performance objectives. Strategies address each area in TEC 11.252 and 11.253. Highly qualified and trained staff are designated to accomplish initiatives and strategies in the plan. Resources include sources of funds, materials, and equipment. Progress and implementation of each strategy is monitored at designated checkpoints in incremental progress reviews, within established timelines.

The evaluation phase of the planning, decision-making implementation, and evaluation includes formative and summative evaluation. Measurable formative evaluation within the plan assesses the achievement of each objective. Evaluation is tied to the initial assessment of student performance and is based upon Board approved performance objectives.

Major outcomes of the needs assessment data indicate the following focus areas:

- Continue to increase academic achievement levels of all student subgroups in all grade levels.
- Require TEKS-based instruction and assessments.
- Continue to reduce academic performance gap in economically disadvantaged, African-American and Hispanic students, and Special Needs students.
- Continue focus on TEKS alignment and full implementation in all subject areas using high yield strategies.
- Provide campus-based staff development and vertical team meetings for TEKS alignment.
- Encourage and support parent and community participation.

The campus improvement plan is developed, reviewed, and revised annually for the purpose of improving the performance of all students. Based upon the requirements for campus plans as stated in Texas Education Code 11.252 and 11.253 and based upon roles and responsibilities of site based decision making committee as stated in Texas Education Code 11.251 and 11.253, the Calallen East Elementary School Campus Improvement Plan is respectfully submitted.

Demographics

Demographics Summary

The community of Calallen is on the Nueces River in north central Nueces County. It is approximately 16 miles from Corpus Christ, Txeas. Calallen ISD os comprised of approximately 40 square miles and is bordered by Robstown ISDand TMISD in Nueces County. Calallen ISD, a 4A district, serves approximately 4000 students per year and has five campuses: one high school, one middle school, one grade 4-5 elementary, and two PK-2nd grade elementaries. Calallen East elementary is one of the PK-2nd elementaries in the district.

- * Current enrollment, based on snapshot data is 594.
- * Our hispanic population, based on 2021-2022 school year, is 73.74%.
- * EB population, based on 2021-2022 school year, is approximately 7.24%.
- * Our ECO DIS population, based on 2021-2022 school year, is approximately 67%.

Demographics Strengths

Despite the increase in enrollment and diverse populatiozn, East continues to achieve academic perfomrance at high levels in comparison to the region and the state. Calallen East earned a rating of C in 2021.

The continuous increase in enrollment shows the desire of families to move to Calallen.

The continuous increase in economically disadvantaged studenst allows us to maintain Title I status and recieve federal funding.

Calallen East tries to maintain class sizes under 22.

Problem Statements Identifying Demographics Needs

Problem Statement 1: PD surveys and student achievement results of special populations show continuous need for PD, resources and staffing to provide a rigorous education to more diverse populations of students. **Root Cause:** The economically disadvantaged population has been steadily increasing and is in near the 70th percentile.

Student Learning

Student Learning Summary

Calallen East teachers are well-versed in the use of numerous assessment techniques designed to equip them with evidence of student learning and to make informed decisions on revising instruction and advancing student learning. The high quality assessments utilized at East provide our teachers with the information regarding the extent to which students have attained the intended learning outcomes, and it informs teachers' instructional decision making as well. Our teachers use assessments to help identify student strengths/weaknesses and target areas that need work. They also help teachers to recognize where students are struggling and address problems immediately.

Student Learning Strengths

Calallen East strives to have all K-2 students make one year+ growth on NWEA MAP yearly.

STAAR scores for 2021-2022 showed growth in all areas:

Reading: Approaches moved from 63% to 74%, Meets moved from 24% to 49%, and Masters moved from 10% to 25%.

Math: Approaches moved from 64% to 73%, Meets moved from 23% to 37%, and Masters moved from 9% to 18%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Calallen East reading and math performance has increased but has not made it back to pre-COVID standards. **Root Cause:** COVID 19 has caused severe gaps in learning for all students.

School Processes & Programs

School Processes & Programs Summary

Calallen East has a comprehensive system of processes and programs designed to articulate the school's mission, vision, and practices that send a clear message of what defines our school. East teachers receive top-notch professional development opportunities throughout the year. Calallen East teachers also participate in Professional Learning Communities (PLC's) where they are able to work collaboratively with peers to strengthen grade level instruction. PLC meetings emphasize teacher leadership, along with their active involvement and deep commitment to school improvement efforts.

School Processes & Programs Strengths

Teachers that are new to Calallen are enrolled in the district's New Teacher Orientation and Mentor Teacher programs that are designed to support new teachers.

All teachers participated in PLC weekly where teachers meet and collaborate on upcoming TEKS and assessments.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: PLC meetings started to look a little more like pre-COVID but were still lacking in some areas such as collaboration, data analysis and TEKS review. **Root Cause:** Teachers new to the district/campus were not trained in PLC's and it was a struggle to get back to where we were pre-COVID.

Perceptions

Perceptions Summary

Calallen East offers parents and stakeholders the opportunity to participate in district surveys in order to provide feedback.

Calallen East is a Title I campus and we frequently offer family engagement opportunities.

Calallen East provides parents the opportunity to be part of committees such as DEIC and SHAC.

All certified staff are trained in Restorative Practices which emphasizes building relationships with students, parents and co-workers.

Perceptions Strengths

Calallen East has a large percentage of parents and families that participate in school activities and events.

Discipline referrals have gone down since the implementation of Restorative Practices.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Attendance had been steady at 95% until COVID 19. Attendance for 2021-2022 fell to 92% overall. **Root Cause:** COVID 19 continued to cause many parents to keep students home for extended periods of time.

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/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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

- Budgets/entitlements and expenditures data
- Study of best practices

Goals



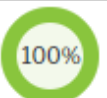
Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.







Performance Objective 1: Early Childhood Literacy Board Outcome Goal: Students will show a 5% increase in categories of Average or Above Average on end of year NWEA MAP scores.

Evaluation Data Sources: Student Achievement Performance Data

Summative Evaluation: Met Objective

Next Year's Recommendation: continue goal

Strategy 1 Details	Reviews			
Strategy 1: Monitor differentiated instructional activities for all special program areas (at risk students, Title I, Special Education, GT, Section 504, ESL, dyslexic, migrant, foster care, and homeless students) actively engage students through the use of high yield instructional strategies and Kagan structures. Strategy's Expected Result/Impact: Lesson plans, walk throughs, evaluations, student achievement Staff Responsible for Monitoring: campus administration	Formative			Summative
	Jan	June	Aug	June
				
Strategy 2 Details	Reviews			
Strategy 2: Continue to train counselors and staff on the LPAC process. Increase training and staff development of implementation of ELPS, TELPAS assessment data, SIOP, and other strategies to differentiate for ELs. Train counselors and staff on new OLPT/LAS links. Strategy's Expected Result/Impact: Feedback from session evaluation forms; lesson plan documentation; program reports; project ELL (education) report Staff Responsible for Monitoring: ESL/EL migrant coordinator, campus administrators, counselors, teachers	Formative			Summative
	Jan	June	Aug	June
				
Strategy 3 Details	Reviews			
Strategy 3: Campus will identify targeted student groups to improve student failure and attendance rates. Personalized instructional plans will be created and implemented for identified students to ensure all systems safeguards are met. Strategy's Expected Result/Impact: list of identified students, personalized plans Staff Responsible for Monitoring: campus admin, counselor, teachers Title I: 2.4, 2.5, 2.6	Formative			Summative
	Jan	June	Aug	June
				






Strategy 4 Details	Reviews			
Strategy 4: In order to predict student growth toward meeting the grade 3 STAAR reading and mathematics goal, prekindergarten students will be assessed using the Texas School Ready CLI Engage CIRCLE Progress Monitoring platform. Assessments will be conducted at the beginning of year (BOY), middle of year (MOY), and end of year (EOY). Strategy's Expected Result/Impact: Annual student progress in reading and math. Staff Responsible for Monitoring: Campus administrators, teachers	Formative			Summative
	Jan	June	Aug	June
			N/A	
Strategy 5 Details	Reviews			
Strategy 5: In order to predict student academic growth toward meeting the grade 3 STAAR reading and mathematics goal, students in kindergarten through 2nd grade will be assessed using NWEA MAP. Assessments will be conducted beginning of year (BOY), middle of year (MOY) and end of year (EOY). Strategy's Expected Result/Impact: Annual student progress in reading and math. Staff Responsible for Monitoring: Campus Admin, teachers	Formative			Summative
	Jan	June	Aug	June
			N/A	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: Increase and implement age appropriate career awareness activities by 10% at all grade levels to assist the developing the knowledge, skills, and competencies necessary for a broad range of career and college opportunities for all students in grades K-2.

Evaluation Data Sources: Logs, attendance sheets- College day each month, First Responders luncheons, Career Dress up day in March, Career Day , counselor classroom meetings.

Summative Evaluation: Met Objective







Strategy 1 Details	Reviews			
Strategy 1: Promote career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities. Strategy's Expected Result/Impact: 100% of East students will have access to career investigation resources. Staff Responsible for Monitoring: Counselor, Administrators, teachers	Formative			Summative
	Jan	June	Aug	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: Ensure 100% compliance in all state mandated G/T criteria.

Evaluation Data Sources: PD certificates- All staff serving GT students are trained and implement GT lessons weekly.

Summative Evaluation: Met Objective








Strategy 1 Details	Reviews			
Strategy 1: Review, revise, and enhance PreK-2 curriculum to ensure contents address each core curriculum area and meets the needs of the gifted. Strategy's Expected Result/Impact: The needs of the gifted are met through differentiated instruction in core curriculum areas. Staff Responsible for Monitoring: GT Coordinator, Campus administrator, GT and regular ed teachers, GT Committee	Formative			Summative
	Jan	June	Aug	June
				
Strategy 2 Details	Reviews			
Strategy 2: Continue to provide appropriate and relevant staff development on: 1. identification of the gifted 2. required training for existing and new teachers in the area of nature and needs of gifted learners 3. District alignment of the program and review progress. Strategy's Expected Result/Impact: Differentiated curriculum, staff development certificates, identification of a proportional number of ethnic subgroup students. Staff Responsible for Monitoring: GT Coordinator, Campus Admin, GT and Regular Ed teachers, GT Committee	Formative			Summative
	Jan	June	Aug	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: Continue to provide Free and Appropriate Public Education (FAPE) for 100% of students with disabilities and decrease identified special education data analysis (DAS) risk elements.

Evaluation Data Sources: Related data

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Special education staff will continue to ensure accommodation plans and IEP's for special education students are disseminated, implemented and signed by appropriate staff. Strategy's Expected Result/Impact: Timely referrals, evaluations, reevaluations, transitions and related services will be documented; IEP's, classroom observations, assessment reports. Staff Responsible for Monitoring: Special Ed and Regular Ed Teachers, Administration, Counselor, Special programs director,	Formative			Summative
	Jan	June	Aug	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement and monitor all elements of the Special Education Continuous Improvement Plan. Based on district data, campus staff will ensure that ethnicity, socio-economic status, and educational opportunity do not interfere with the identification process for students in all areas of special education and specifically for identified speech impaired students. Strategy's Expected Result/Impact: Modification accountability, documentation; Timely referrals, evaluations, transitions and related services will be documented; IEPs, classroom observations, assessment reports. Staff Responsible for Monitoring: Special ed and regular ed teachers, campus administrators, counselor, special programs director	Formative			Summative
	Jan	June	Aug	June
				
Strategy 3 Details	Reviews			
Strategy 3: Continue to develop, refine, and implement a district-wide RtI program using data for differentiation and NWEA/MAP as a universal screener. Train teachers to identify students who may be at-risk for academic failure and to provide tiered instruction to meet student needs. Strategy's Expected Result/Impact: RtI plan, MAP data Staff Responsible for Monitoring: All teaching staff, campus administrators, counselors, special programs personnel	Formative			Summative
	Jan	June	Aug	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 5: Identify and enroll CISD's four year old Prekindergarten eligible students by communicating with the district's population using multiple sources both in English and in Spanish. Projected increase: 5%.

Evaluation Data Sources: Classroom rosters

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Growth was 20%




Strategy 1 Details	Reviews			
Strategy 1: Advertise our Prek program on school website and social media to increase enrollment. Strategy's Expected Result/Impact: Compare enrollment data Staff Responsible for Monitoring: Prek teachers, administration, counselor	Formative			Summative
	Jan	June	Aug	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				







Goal 2: We will ensure that all students receive a high quality education. We will provide a nurturing, engaging, interactive learning environment using varied methodologies which will encourage mutual respect and positive relationships.

Performance Objective 1: Provide a system to increase connectedness so that all students, staff and parents are actively participating and positively engaged in the school culture.

Evaluation Data Sources: Sign in sheets- Goal met through increased parental involvement activities such as: Jingle Jog, Grandparent's Day, Remind 101, PTA, Kona Ice, awards assemblies.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Address the needs of students for special programs such as early mental health intervention and suicide prevention, conflict resolution, homeless, drug and violence prevention, dyslexia identification and intervention and accelerated education. Strategy's Expected Result/Impact: Counselor documentation, lesson plans, guidance lessons, Restorative practices, Staff Responsible for Monitoring: Administration, counselor, teachers, dyslexia personnel	Formative			Summative
	Jan	June	Aug	June
				
Strategy 2 Details	Reviews			
Strategy 2: Improve attendance for all students PK-2. Ensure that all student groups meet mandated participation rates as measured by TEA's System Safeguards. Strategy's Expected Result/Impact: Attendance reports Staff Responsible for Monitoring: Administration, Counselor, teachers	Formative			Summative
	Jan	June	Aug	June
				
Strategy 3 Details	Reviews			
Strategy 3: Increase parental involvement through PTA, special assemblies and awards programs. Strategy's Expected Result/Impact: Sign in sheets at all East Events and Living Tree Documentation Staff Responsible for Monitoring: Administration, PTA, Teachers, Counselor, District Technology Team Title I: 4.1, 4.2 Funding Sources: - 211 - ESSA Title I, Part A - \$718	Formative			Summative
	Jan	June	Aug	June
				







Strategy 4 Details	Reviews			
Strategy 4: Adopting a "Freedom from Bullying" policy which detail requirements for the prevention, identification, response to and reporting of bullying. Training on David's Law will be conducted and will include cyber-bullying. Strategy's Expected Result/Impact: decrease in number of bullying reports Staff Responsible for Monitoring: campus administrator, counselors, teachers, staff	Formative			Summative
	Jan	June	Aug	June
				
Strategy 5 Details	Reviews			
Strategy 5: East will provide small group tutoring during the school day for students who are struggling in reading and math. Strategy's Expected Result/Impact: Improved reading and math skills as evidenced in Guided Reading and Guided Math documentation. Staff Responsible for Monitoring: Campus administrators, teachers Funding Sources: - 281 - ESSER II - \$8,500, - 199 - General Fund - \$9,500	Formative			Summative
	Jan	June	Aug	June
			N/A	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: We will ensure that all students receive a high quality education. We will provide a nurturing, engaging, interactive learning environment using varied methodologies which will encourage mutual respect and positive relationships.

Performance Objective 2: Implement and monitor a system incorporating mentor teachers and highlight best practices so that 100% of the teachers are positively impacted.

Evaluation Data Sources: Attendance logs, CATS Academy- Goal met through continuing to implement TTESS, PLC meetings, and weekly meetings between mentor teachers and new hires.

Summative Evaluation: Met Objective








Strategy 1 Details	Reviews			
Strategy 1: Pair new teachers with a mentor and have new teachers attend CATS academy. Strategy's Expected Result/Impact: Supportive environment Staff Responsible for Monitoring: Campus administrators, teachers, central office	Formative			Summative
	Jan	June	Aug	June
				
Strategy 2 Details	Reviews			
Strategy 2: 3) New teacher meetings with principal Strategy's Expected Result/Impact: Teachers new to our campus will feel more connected and supported on our campus. Staff Responsible for Monitoring: Principal	Formative			Summative
	Jan	June	Aug	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: We will ensure that all students receive a high quality education. We will provide a nurturing, engaging, interactive learning environment using varied methodologies which will encourage mutual respect and positive relationships.

Performance Objective 3: East Elementary will continue to provide an early intervention model focusing on systematic and explicit classroom phonics instruction.

Evaluation Data Sources: teacher lesson plans, NWEA/MAP reports

Summative Evaluation: Met Objective






Strategy 1 Details	Reviews			
Strategy 1: Utilize an electronic assessment matrix to aid in identifying students with reading deficits characteristic of dyslexia by the end of first grade Staff Responsible for Monitoring: Campus Admin	Formative			Summative
	Jan	June	Aug	June
			N/A	
Strategy 2 Details	Reviews			
Strategy 2: Provide dyslexia services including individualized instructional support to close reading achievement gaps. Strategy's Expected Result/Impact: Increase reading proficiency. Staff Responsible for Monitoring: Campus admin, dyslexia teacher	Formative			Summative
	Jan	June	Aug	June
			N/A	
Strategy 3 Details	Reviews			
Strategy 3: Maintain a participation plan for parents of dyslexic students. Strategy's Expected Result/Impact: Increased reading achievement, increased parental involvement Staff Responsible for Monitoring: Campus Admin	Formative			Summative
	Jan	June	Aug	June
			N/A	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: East Elementary will create and sustain an infrastructure that will securely accommodate the current and next generation of digital content and tools for stakeholders.

Performance Objective 1: East Elementary will prepare all stakeholders to effectively utilize digital resources.

Evaluation Data Sources: Goal met through CATS training, weekly technology time for students, and PD logs and technology inventory sheets.

Summative Evaluation: Met Objective







Strategy 1 Details	Reviews			
Strategy 1: Continue to integrate advanced technology practices into the classroom curriculum which is aligned with Technology TEKS. Strategy's Expected Result/Impact: Lesson plans, Student products, technology, MakerSpace Staff Responsible for Monitoring: Tech teacher, teachers, administration, district tech personnel	Formative			Summative
	Jan	June	Aug	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: East Elementary will create and sustain an infrastructure that will securely accommodate the current and next generation of digital content and tools for stakeholders.

Performance Objective 2: Offer technology tools and ongoing training opportunities to 100% of East teachers. Strive to increase funding, as well as encourage teachers to apply for grants.

Evaluation Data Sources: PD certificates, technology inventory, grant award results

Summative Evaluation: Met Objective







Strategy 1 Details	Reviews			
Strategy 1: Offer exclusive technology professional development opportunities to increase proficiency levels of all East Elementary employees. Strategy's Expected Result/Impact: Computer lab, hardware, software Staff Responsible for Monitoring: Technology personnel, administration, DLC	Formative			Summative
	Jan	June	Aug	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide teachers with training and support from instructional technology specialist and integrate technology applications, standards into the content area utilizing a variety of technology devices. Strategy's Expected Result/Impact: lesson plans, 100% of students will demonstrate mastery of grade level technology TEKS as evidenced by student products. Staff Responsible for Monitoring: campus administration, technology, curriculum, teachers	Formative			Summative
	Jan	June	Aug	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: East Elementary will create and sustain and infrastructure that will securely accommodate the current and next generation of digital content and tools for stakeholders.

Performance Objective 3: Integrate and ensure that 100% of East teachers are using advanced instructional practices to support and enrich classroom instruction.

Evaluation Data Sources: TTESS data

Summative Evaluation: Met Objective








Strategy 1 Details	Reviews			
Strategy 1: Ensure implementation of KAGAN cooperative learning strategies and other high yield strategies to enrich classroom instruction. Strategy's Expected Result/Impact: walk throughs, observations, PLC meeting conversations Staff Responsible for Monitoring: administration	Formative			Summative
	Jan	June	Aug	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for teachers to attend various trainings on Best Practices. Strategy's Expected Result/Impact: walk throughs, observations, PLC, classroom data Staff Responsible for Monitoring: Admin, teachers Funding Sources: - 199 - General Fund: SCE - \$700	Formative			Summative
	Jan	June	Aug	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: East Elementary will create an efficient, safe, and supportive environment in which students, staff, parents, and community members are meaningfully and actively engaged.

Performance Objective 1: Increase parental involvement by 2% so that all students, staff and parents are actively participating and positively engaged in the school culture.

Evaluation Data Sources: Sign in sheets, parent participating in meetings

Summative Evaluation: Met Objective








Strategy 1 Details	Reviews			
Strategy 1: Hold a public meeting after the receipt of the annual TEA campus rating to discuss performance and objectives. Strategy's Expected Result/Impact: parent participation, sign in sheets Staff Responsible for Monitoring: Campus administrator	Formative			Summative
	Jan	June	Aug	June
				
Strategy 2 Details	Reviews			
Strategy 2: East Elementary will utilize Title I, Part A funds to fully implement a parents and family engagement policy that includes the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities throughout trainings, the PTA, SBDM, and DEIC. Strategy's Expected Result/Impact: parent participation in school activities, sign in sheets Staff Responsible for Monitoring: Administration, teachers, counselor Title I: 4.1, 4.2 Funding Sources: - 211 - ESSA Title I, Part A - \$718	Formative			Summative
	Jan	June	Aug	June
				
Strategy 3 Details	Reviews			
Strategy 3: A Multi-hazard Emergency Operations Plan has been put into place. It has provisions pertaining to substitute teachers and regular employees during an emergency or a drill. Additionally, a school safety and security committee that includes specified members and duties and a threat assessment team appointed by the principal. Strategy's Expected Result/Impact: Comprehensive safety plan, trained substitutes and staff, safety committee Staff Responsible for Monitoring: Campus Admin, teachers, committee members	Formative			Summative
	Jan	June	Aug	June
			N/A	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: East Elementary will attract and support high-quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 1: Create a learning organization supported by 100% innovative and engaged staff who use relevant, real-world applications to develop critical thinking, problem solving skills, and a lifelong love of learning.

Evaluation Data Sources: Attendance sheets-Professional development offered in Kagan Strategies, and STCC workshops.

Summative Evaluation: Met Objective





Strategy 1 Details	Reviews			
Strategy 1: East Elementary will utilize Title I, Part A funds for supplemental, research based, high-quality professional development in core subject areas as needed. Strategy's Expected Result/Impact: student benchmark scores, grades, professional development sign-in sheets, Staff Responsible for Monitoring: campus administrators, Classroom teachers	Formative			Summative
	Jan	June	Aug	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide a Title II, Part A funded summer staff development to improve the quality of the teacher workforce. Strategy's Expected Result/Impact: scores, benchmark assessments, Eduphoria data Staff Responsible for Monitoring: Classroom teachers, curriculum writers Funding Sources: - 255 - ESSA Title II, Part A TPTR - \$5,000	Formative			Summative
	Jan	June	Aug	June
				
Strategy 3 Details	Reviews			
Strategy 3: Utilize Title III funds to provide staff development opportunity for ESL and EL teachers in the following areas: language proficiency, listening, speaking, reading, writing and learning strategies. Support supplemental programs such as Rosetta Stone. Strategy's Expected Result/Impact: feedback from session evaluation forms, lesson plan documentation, program reports, training descriptions, Eduphoria data Staff Responsible for Monitoring: Campus administrators, Curriculum directors, ESL/EL coordinator Funding Sources: - 263 - ESSA Title III, Pt. A - 11323	Formative			Summative
	Jan	June	Aug	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 5: East Elementary will attract and support high-quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 2: East Elementary will be 100% staffed with highly effective, certified (if applicable) personnel.

Evaluation Data Sources: Fiscal policies promoted through data driven decision making: EDP, tutorials, intervention labs and instructional resources.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Recruit, support, retain teachers to ensure all East teachers are appropriately certified and that the new hires meet certification status prior to employment. Strategy's Expected Result/Impact: teacher records, documentation Staff Responsible for Monitoring: administration	Formative			Summative
	Jan	June	Aug	June
				
Strategy 2 Details	Reviews			
Strategy 2: Ensure that all Title I paraprofessionals currently employed have completed two years of study at an institute of higher education, obtained an associates or higher degree, or met a rigorous standard of quality as demonstrated through an assessment. Strategy's Expected Result/Impact: paraprofessional documentation Staff Responsible for Monitoring: campus admin, Human Resources	Formative			Summative
	Jan	June	Aug	June
				
Strategy 3 Details	Reviews			
Strategy 3: Conduct a Campus Needs Assessment for professional development and hiring; utilize strategies to recruit and retain appropriately certified teachers. Increase the number of ESL/bilingual teachers. Strategy's Expected Result/Impact: student benchmark scores, grades, CNA survey results Staff Responsible for Monitoring: campus admin,	Formative			Summative
	Jan	June	Aug	June
				
Strategy 4 Details	Reviews			
Strategy 4: Provide professional development training on state mandated topics. Strategy's Expected Result/Impact: teacher training documentation, Eduphoria data Staff Responsible for Monitoring: campus admin	Formative			Summative
	Jan	June	Aug	June
				






Strategy 5 Details	Reviews			
Strategy 5: The campus will train staff on intervention and suicide prevention. Strategy's Expected Result/Impact: teacher training documentation, training evaluations Staff Responsible for Monitoring: campus admin, staff	Formative			Summative
	Jan	June	Aug	June
				100%
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Goals

Performance Objective 1: East Elementary will remain cognizant of and monitor implementation of 100% of the strategies that are ongoing or continue from year-to-year.

Evaluation Data Sources: Progress made through utilization of systems with a direct correlation to student performance and campus function.

Summative Evaluation: Met Objective

Strategy 1 Details		Reviews			
Strategy 1: Continue to conduct CNA and facilitate the development of a data driven campus-based staff development plan founded on identified performance indicators and supportive of professional development initiatives that directly align with student achievement data. Strategy's Expected Result/Impact: sign in sheets, training calendar, documentation and data, surveys, CNA Staff Responsible for Monitoring: administration		Formative			Summative
		Jan	June	Aug	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5			\$9,500.00
Sub-Total					\$9,500.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	2			\$700.00
Sub-Total					\$700.00
211 - ESSA Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$718.00
4	1	2			\$718.00
Sub-Total					\$1,436.00
255 - ESSA Title II, Part A TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2			\$5,000.00
Sub-Total					\$5,000.00
263 - ESSA Title III, Pt. A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	3		11323	\$0.00
Sub-Total					\$0.00
281 - ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5			\$8,500.00
Sub-Total					\$8,500.00