2020-21 Campus Improvement Plan

Accountability Rating: B

School Name	Gilbert Willie Sr. Elementary
Address	1400 South Rockwall Street Terrell, Texas 75160
School ID	129-906-108
Principal	Alexis Dennis
District Name	Terrell Independent School District
Date of School Board Approval	

2020-21 Campus Site-Based Committee

Name	Position	Committee Role
Alexis Dennis	Principal	Administrator
Elenor Green	Assistant Principal	Administrator
Kelly Kilpatrick	Counselor	Counselor
Jennifer Limerick	4th grade Teacher	Classroom Teacher
Megan Inglis	Kinder Teacher	Classroom Teacher
Victoria Sumners	First Grade Teacher	Classroom Teacher
Valerie Williams	3rd Grade Teacher	Classroom Teacher
Kendi Womack	2nd Grade Teacher	Classroom Teacher
Shannan Singletary	5th Grade Teacher	Classroom Teacher
Sandra Washington	SPED Teacher	Classroom Teacher
Pat Walker	Specials Teacher	Specials Teacher
Sandra Bustos	Secretary	Paraprofessional
Lacey Jaeckle	Parent	Parent
	Community Member	Community Member

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Mission Statement

Gilbert Willie Sr. Elementary School, a Terrell ISD campus, is a unique community of unique, diverse people, whose mission is to provide an exceptional learning experience in a safe, nurturing environment - challenging our students to achieve academic excellence and to be responsible, productive, and ethical members of a changing society.

Vision

Expect More. Achieve More.

Core Beliefs

The economic, political, and societal success of our nation depends upon quality public education for all.
Diversity strengthens the community and enriches the fabric of our society.
It is the responsibility of the entire community to partner in the educational process.
Learning occurs best in a safe, structured, and nurturing environment.
Belonging to a family, to a school, and to a community is vital; the sense of belonging advances learning.
Each person's educational path deserves to be valued equally.
Learning empowers people to reach their full potential: physically, mentally, socially, and emotionally.
Everyone is a teacher, and everyone is a learner.
We learn with and through others.
Effort, strategy, and help improve achievement.

State Goals and Objectives

The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

GOAL #1:	The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
GOAL #2:	The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
GOAL #3:	The students in the public education system will demonstrate exemplary performance in the understanding of science.
GOAL #4:	The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

Objective #1:	Parents will be full partners with educators in the education of their children.
Objective #2:	Students will be encouraged and challenged to meet their full educational potential.
Objective #3:	Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4:	A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.
Objective #5:	Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
Objective #6:	Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #7:	The state's students will demonstrate exemplary performance in comparison to national and international standards.
Objective #8:	School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #9:	Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
Objective #10:	Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
Objective #11:	The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

TEA Strategic Plan

By the year 2030, projections indicate that most jobs will require some training beyond high school. This could be a traditional 4-year degree, a 2-year associate's, or an industry credential. But today, too few Texas students are obtaining postsecondary credentials. Without bold action, Texas faces a future of diminished incomes, opportunities and resources. Initiated by the Higher Education Coordinating Board, the 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families. The state has adopted 60x30TX as our collective goal.

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.

Every child, prepared for success in college, a career or the military.

TEA Commissioner's Strategic Priorities:

1	**2**	**3**	**4**
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

Enablers

Increase **transparency, fairness** and **rigor** in district and campus academic and financial performances

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

Comprehensive Needs Assessment Summary

Needs Assessment Overview

Overall need include a continued push to increase student performance by ensuring all students grow, bring diversity to staff, increase social and emotional supports to minimize inappropriate students behaviors, and enhance the playground to provide experiences for all grade levels K-5 as well as adaptive equipment for our special populations.

Demographics

Overall Summary

Gilbert Willie Elementary is comprised of the following student demographics: African American -23.1%, Hispanic - 48.9%, White - 22.5%, American Indian - .1%, Asian - .0%, Two or More 4.9%. Student demographics for programs include: English as a Second Language - 28.8%, Special Education - 9.33%, Gifted and Talented - 4.25%. Other student demographics include: Economically Disadvantaged- 84.8% and At Risk- 50.5%.

Gilbert Willie Elementary will provide professional development for teachers and staff to build effective content specific instructional strategies focused on the needs of the students. Our campus will continue the Great Expectations character development program that focuses on highlighting life principles that students can use in the school setting and daily life. Social-emotional learning skills will be implemented by the school counselor and teachers. Staff will be trained in Bridges Out of Poverty strategies that embrace multicultural awareness and diversity. As a campus we will capture the heart of our students so that we can capture their mind. Staff development opportunities for teachers and staff will be provided in order to increase student achievement for all students in all areas. The needs of economically disadvantaged students, EL students, and other special student populations will be addressed during weekly Professional Learning Community meetings. Teachers will continue to be held accountable to obtain their ESL certification in order to serve the needs of our EL population. In terms of recruitment, a continued effort will be maintained to have staff demographics match student demographics. Several staff campus committees will be implemented to build a voice among all staff members. New to Terrell Teacher Orientation and the TIGER Academy for beginning teachers will be implemented for new staff members so they can transition to their campus and have the support needed to be successful. Student clubs and student organizations will also be implemented so students have an opportunity to build their strengths focus on their modalities of learning.

Summary of Strengths
What were the identified strengths?

Increased number of ESL certified teachers

Collaborative planning and data PLCs to focus on the needs of our special populations

Increased number of home visits for students who are experiencing attendance issues.

ELPS training

Diversity Awareness training

Summary of Needs
What were the identified needs?

Student attendance rates are low

Need for additional social and emotional support for students

High turn-over rate for staff

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Using MAP data to determine interventions and enrichment opportunities.

Increase usage of Rosetta Stone and ELPS for EL students

Student Achievement

Overall Summary

To maintain and increase student achievement, Gilbert Willie, Sr. Elementary will continue to build the capacity of their staff members by providing ongoing staff development on specific TEKS based strategies through PLCs and provide guidance on how to utilize and disaggregate student data. Student Achievement Coordinators will lead curriculum planning PLC's to guide teachers to plan effectively for the delivery of instruction. Furthermore, staff development highlighting best practices, as referenced in the T-TESS rubric for instruction, will be reinforced and refined through documented walkthroughs and follow up meeting with teachers and staff.

Research-based progress monitoring and adaptive learning programs will be implemented with fidelity. These include the Northwest Education Alliance (NWEA) Measures of Academic Performance (MAP) Diagnostic program, adaptive reading program Smarty Ants for Kinder through 2nd grade, and adaptive reading program Achieve 3000-Kid Biz for 3rd through 5th grade. Additionally, research based progress monitoring systems for Math will include NWEA MAP and adaptive math program WOWZERS. Developmental Reading Assessment (DRA) Edition 2 will be administered to Kinder through Fifth grade students to track reading levels and performance of all students.

Additionally, the Language Proficiency Assessment Committee (LPAC) will meet every grading period to track the progress of all English Language Learners. District level checkpoints, unit assessments, and benchmarks will be administered and student performance will be tracked in AWARE and reported. All required state assessments will be administered with fidelity which include-STAAR for third through fifth grade and TELPAS, Kinder through Fifth grade. District goals have been set for the campus for STAAR, TELPAS, and NWEA MAP performance. The campus will implement consistent progress monitoring of at-risk students through Student Success Team (SST) meetings. The Student Achievement Leadership Team (SALT) will be utilized to build leadership capacity across the campus. Students will also demonstrate ownership in their academic progress by analyzing their own data through Individual Academic Plans (IAP's). As a campus, we will develop a reading culture by implementing a mandatory weekly Library time for all grade levels. Additionally, we will be using an incentive-based reading program, establishing book clubs, guided reading, and participating in academic focused initiatives throughout the year, such as Family Literacy Night, Book it Pizza Hut Reading Program, Math/Science Night, Parent Teacher Organization Meetings, Title I Meetings, parent training's, and collaborating with the Hulsey Public Library for literacy events. We will continue building resource libraries and providing staff development to support instruction. The master schedule has an intentional instructional allotment requirements, including a Tiger Time intervention program within the instructional day. Before and after school tutoring will also be implemented to meet the needs of struggling learners.

The Texas Academic Performance Report indicates an achievement gap between student populations. Based on an analysis of data, students and specific special populations are in need of supports to master the challenging State academic standards. Professional Development is necessary to equip personnel with the skills necessary to address the social/emotional needs of students, provide engaging, grade-level appropriate, strong instruction. This includes TEKS analysis, differentiated instruction, scaffolding instruction, making content comprehensible, project based learning, drop-out prevention, and culturally responsive teaching.

Summary of Strengths
What were the identified strengths?

Use of AWARE and MAP data to drive instruction

Continue emphasis on sustaining a campus culture of reading.

Number of Teachers who are ELS certified

Number of Teachers who are GT certified

Campus Walkthroughs

Three academic distinctions on STAAR 2018-2019 results- Reading, Math, and closing the gaps.

Intentional and purposeful staff development plan.

Fountas and Pinnell literacy resources.

Summary of Needs
What were the identified needs?

Writing STAAR scores are below the state average passing rate

Need to increase digital fluency amongst students

Ensure implementation of MTSS process (Tiered system)

Student growth in all subject areas

Priorities
What are the priorities for the campus, including how federal and state program funds will be used?

Early literacy

Blended learning and digital fluency

Professional learning Committee to increase teacher capacity

District Processes & Programs

Overall Summary

GWE will utilize our Student Achievement Leadership Team (SALT), Parent/Teacher Organization (PTO), Site Based Decision Making Committee (SBDM) and mentor teachers to provide input and make recommendations for improvement in academics and behavior. The master schedule will be crafted to allow for more teacher content planning through Professional Learning Communities (PLC) and increased opportunities for co-teaching support; campus structures will allow time for teachers to implement interventions to support accelerated instruction during the school day. Great Expectations (GE) program will focus on strategies to help students in social, emotional, and developmental skills. The counselor continues to provide group and individual counseling sessions, as well as character training. Teachers and staff will be trained and utilize a Multi-tiered System of Support (MSST) to address the academic, behavioral and social/emotional needs of students. This includes a Student Success Team (SST) and Response to Intervention (RtI) process for streamlined implementation and progress monitoring of interventions. Campus committees will be utilized to implement goals and keep communication clear and updated.

Additionally, GWE houses the special education life-skills population and adaptive equipment is needed to address their playground needs. The overall playgrounds needs to be adapted to provide play equipment for all age groups K-5.

Summary of Strengths
What were the identified strengths?

Weekly bulletin keeps staff updated on important information and dates

Site Based Decision Making Team (SBDM)

Recognition of Students of Character monthly

Student Achievement Leadership Teams (SALT)

Elementary master schedules support consistency across campuses

Campus communications to all stakeholders

Summary of Needs
What were the identified needs?

The need to collaborate across grade levels and create a seamless entity, rather than isolated teams for all student populations (EL, GT, SPED, ECO-DIS).

Priorities
What are the priorities for the campus, including how federal and state program funds will be used?

Deepen content and data understanding with teachers

Address academic needs of all student populations

Perceptions

Overall Summary

Gilbert Willie Sr. Elementary family and community involvement will be improved through communication using systems such as Remind, social media, campus website, Parent Teacher Organization (PTO) meetings, and family/community nights. In order to initiate volunteer support, we will encourage parents to become volunteers through the district volunteer program. This will allow parents and community members to view our campus volunteer opportunities through the year. Top volunteers will be recognized at the end of the year. Planned opportunities for family and community involvement will be determined using parental and community input from forums such as surveys, Site Based Decision Making (SBDM) committee, and our annual Title I meeting. Campus opportunities to be hosted include PTO meetings, parent training's, and family nights focused on literacy, math, and multicultural celebrations. To celebrate our volunteers, we will recognize volunteers through our communication systems such as social media, campus newsletters, and campus website. Staff will initiate positive, consistent parent contact and keep logs of communications with parents. A mandatory parent conference will be held in the Fall, Spring and end of year. Community partnerships will be incorporated to help with campus needs.

Summary of Strengths
What were the identified strengths?

Communication from the school sent in English and Spanish

Facebook, Remind communication and parent conferences

GWE page on TISD website

Universal breakfast program

Parent portal/Remind messenger

Annual Title 1 Meeting

Summary of Needs
What were the identified needs?

Based on 2019 campus needs assessment, 65% of parents attended school functions.

Priorities
What are the priorities for the campus, including how federal and state program funds will be used?

Funds will be used to supplement efforts in increasing balanced literacy, digital/technology literacy, provide social, emotional, physical supports, and increase student achievement in all areas

Additional Information

Student Performance Data

Reading

2017-18 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	127	1412	37	29	90	71	41	32	23	18
	4	106	1433	61	58	45	42	24	23	11	10
	5	120	1513	49	41	71	59	38	32	17	14

2018-19 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	102	1431	21	21	81	79	42	41	22	22
	4	128	1505	38	30	90	70	47	37	28	22
	5	110	1490	54	49	56	51	24	22	14	13

2017-18 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	3	64	1395	19	30	45	70	17	27	9	14
	4	60	1451	31	52	29	48	14	23	7	12
	5	58	1520	23	40	35	60	17	29	10	17

2018-19 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	3	42	1439	9	21	33	79	19	45	7	17
	4	72	1511	20	28	52	72	30	42	17	24
	5	63	1499	29	46	34	54	15	24	11	17
American Indian or Alaska Native	3	1									
	4	0									
	5	0									
American Indian or Alaska Native	3	0									
	4	1									
	5	0									

2017-18 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Black or African American	3	34	1412	11	32	23	68	12	35	6	18
	4	24	1382	17	71	7	29	3	13	1	4
	5	32	1455	19	59	13	41	6	19	1	3

2018-19 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Black or African American	3	29	1406	6	21	23	79	9	31	7	24

	4	29	1483	10	34	19	66	7	24	6	21
	5	27	1463	17	63	10	37	4	15	2	7

2017-18 Reading STAAR Results

Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	24	1481	4	17	20	83	11	46	8	33
	4	16	1453	8	50	8	50	6	38	3	19
	5	28	1562	7	25	21	75	14	50	6	21

2018-19 Reading STAAR Results

Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	27	1436	5	19	22	81	12	44	7	26
	4	22	1494	8	36	14	64	7	32	3	14
	5	14	1499	6	43	8	57	4	29	1	7
Two or More Races	3	3									
	4	5	1366	5	100	0	0	0	0	0	0
	5	0									
Two or More Races	3	3									
	4	4									
	5	4									

2017-18 Reading STAAR Results

Student Group	

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	111	1405	35	32	76	68	35	32	18	16
	4	79	1409	51	65	28	35	13	16	4	5
	5	100	1499	45	45	55	55	28	28	11	11

2018-19 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	82	1423	17	21	65	79	30	37	15	18
	4	109	1509	31	28	78	72	41	38	25	23
	5	92	1479	50	54	42	46	18	20	11	12

2017-18 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Limited English Proficient	3	38	1344	16	42	22	58	5	13	2	5
	4	31	1387	22	71	9	29	2	6	0	0
	5	24	1418	16	67	8	33	2	8	0	0

2018-19 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Limited English Proficient	3	25	1391	8	32	17	68	6	24	2	8
	4	41	1457	16	39	25	61	11	27	3	7

	5	33	1430	22	67	11	33	3	9	1	3

2017-18 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Special Education	3	10	1264	7	70	3	30	0	0	0	0
	4	4									
	5	10	1387	9	90	1	10	0	0	0	0

2018-19 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Special Education	3	5	1287	2	40	3	60	0	0	0	0
	4	11	1339	9	82	2	18	0	0	0	0
	5	3									

Writing

2016-17 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2017-18 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet	Approaches	Meets	Masters

				#	%	#	%	#	%	#	%
All Students	4	107	3359	72	67	35	33	16	15	4	4
Hispanic/	4	60	3442	37	62	23	38	9	15	4	7
American Indian or	4	0									
Black or African	4	24	3186	20	83	4	17	2	8	0	0
White	4	17	3337	10	59	7	41	5	29	0	0
Two or More Races	4	5	3258	4	80	1	20	0	0	0	0
Economically	4	80	3253	60	75	20	25	7	9	1	1
Limited English	4	31	3203	24	77	7	23	1	3	0	0
Special Education	4	4									

2018-19 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	128	3649	53	41	75	59	35	27	13	10
Hispanic/	4	72	3694	29	40	43	60	23	32	10	14
American Indian or	4	1									
Black or African	4	29	3548	13	45	16	55	6	21	2	7
White	4	22	3588	10	45	12	55	5	23	1	5
Two or More Races	4	4									
Economically	4	109	3652	45	41	64	59	31	28	11	10
Limited English	4	41	3426	24	59	17	41	4	10	1	2
Special Education	4	11	2869	11	100	0	0	0	0	0	0

Mathematics

2017-18 Mathematics STAAR Results

Student Group	

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	127	1455	36	28	91	72	55	43	26	20
	4	104	1482	46	44	58	56	23	22	10	10
	5	120	1602	29	24	91	76	60	50	20	17

2018-19 Mathematics STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	102	1478	22	22	80	78	55	54	25	25
	4	128	1565	34	27	94	73	54	42	36	28
	5	111	1597	33	30	78	70	51	46	26	23

2017-18 Mathematics STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	3	64	1470	13	20	51	80	30	47	15	23
	4	60	1494	25	42	35	58	16	27	8	13
	5	58	1614	13	22	45	78	29	50	12	21

2018-19 Mathematics STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	3	42	1491	6	14	36	86	25	60	10	24
	4	72	1584	15	21	57	79	33	46	24	33
	5	64	1620	17	27	47	73	35	55	18	28

American Indian or Alaska Native	3	1									
	4	0									
	5	0									
American Indian or Alaska Native	3	0									
	4	1									
	5	0									

2017-18 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Black or African American	3	34	1416	14	41	20	59	11	32	3	9
	4	23	1423	14	61	9	39	2	9	1	4
	5	32	1556	11	34	21	66	11	34	2	6

2018-19 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Black or African American	3	29	1443	9	31	20	69	12	41	6	21
	4	29	1519	11	38	18	62	10	34	3	10
	5	27	1516	13	48	14	52	4	15	2	7

2017-18 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	24	1497	5	21	19	79	14	58	8	33

	4	15	1500	5	33	10	67	3	20	1	7
	5	28	1628	5	18	23	82	19	68	5	18

2018-19 Mathematics STAAR Results

Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	27	1488	7	26	20	74	16	59	7	26
	4	22	1565	7	32	15	68	9	41	8	36
	5	14	1622	2	14	12	86	7	50	5	36
Two or More Races	3	3									
	4	5	1512	2	40	3	60	1	20	0	0
	5	0									
Two or More Races	3	3									
	4	4									
	5	4									

2017-18 Mathematics STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	111	1447	33	30	78	70	45	41	21	19
	4	77	1465	36	47	41	53	13	17	5	6
	5	100	1597	26	26	74	74	50	50	15	15

2018-19 Mathematics STAAR Results

Student Group	

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	82	1471	17	21	65	79	42	51	16	20
	4	109	1569	27	25	82	75	48	44	31	28
	5	93	1585	29	31	64	69	41	44	19	20

2017-18 Mathematics STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Limited English Proficient	3	38	1433	11	29	27	71	13	34	5	13
	4	31	1436	17	55	14	45	3	10	1	3
	5	24	1534	10	42	14	58	5	21	0	0

2018-19 Mathematics STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Limited English Proficient	3	25	1444	6	24	19	76	11	44	3	12
	4	41	1529	12	29	29	71	11	27	9	22
	5	34	1557	15	44	19	56	13	38	3	9

2017-18 Mathematics STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Special Education	3	10	1305	8	80	2	20	1	10	1	10
	4	4									
	5	10	1515	5	50	5	50	1	10	0	0

2018-19 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Special Education	3	5	1334	4	80	1	20	1	20	0	0
	4	11	1400	8	73	3	27	1	9	0	0
	5	3									

Science

2016-17 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2017-18 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	119	3726	39	33	80	67	38	32	14	12
Hispanic/	5	58	3709	21	36	37	64	16	28	7	12
American Indian or	5	0									
Black or African	5	31	3503	15	48	16	52	5	16	0	0
White	5	28	3999	3	11	25	89	17	61	7	25
Two or More Races	5	0									
Economically	5	96	3674	34	35	62	65	27	28	9	9
Limited English	5	23	3344	16	70	7	30	1	4	0	0
Special Education	5	7	3283	5	71	2	29	0	0	0	0

2018-19 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	112	3687	43	38	69	62	31	28	11	10
Hispanic/	5	64	3767	22	34	42	66	20	31	10	16
American Indian or	5	0									
Black or African	5	28	3462	15	54	13	46	4	14	0	0
White	5	14	3839	3	21	11	79	7	50	1	7
Two or More Races	5	4									
Economically	5	93	3641	39	42	54	58	23	25	8	9
Limited English	5	34	3479	18	53	16	47	3	9	0	0
Special Education	5	3									

Social Studies

2016-17 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2017-18 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2018-19 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

Goals and Strategies

Goal 1: High Achievement for all students

Expect staff to deliver and students to engage in rigorous learning for high achievement.

Performance Objective 1:

Improve supports to positively impact student learning.

Evaluation Data Source(s):

Walkthroughs, PLC, Professional development, Evaluations, coaching sessions.

Summative Evaluation:

Increase percentage of students attaining Meets & Masters levels of achievement.

Strategy/Activity 1

Provide and monitor the effective use of digital instructional programs, other interventions, and supplies, materials, and resources to support and reinforce teaching and learning in targeted subject areas to all student groups.

Critical Success Factor(s) **CSF 1 - Improve Academic Performance**

Timeline

July 2020 - May 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal
Elenor Green, Assistant Principal

Strategy's Expected Result/Impact

Quarterly checks of usage and student performance data
Increase the percentage of all students scoring at the Meets' and Masters' level
Close the achievement gaps for our AA student population

Reviews

Formative

Summative

Resources

Amount	18,010.17
Source	211 Title I
Budget Reference	211
Description	NWEA - MAP 8,674.25 NWEA - MAP w/ extension 9,335.92
Amount	4,000.00
Source	211 Title I
Budget Reference	211
Description	WOWZER Math
Amount	11,670.33
Source	211 Title I
Budget Reference	211
Description	Mentoring Minds 8,689.45 Mentoring Minds - Math elect. add-on 1,830.00 Mentoring Minds - Science elect. add-on 1,150.88
Amount	15,767.40
Source	211 Title I
Budget Reference	211
Description	Smarty Ants-KID BIZ (Achieve 3000)
Amount	10000
Source	424 IMA
Budget Reference	425

Description Social Studies Weekly, Stemscopes, HMH, Go Math

Strategy/Activity 2

Monitor the intentional use of data to drive instruction by creating personalized learning paths for students.

Critical Success Factor(s) **CSF 2 - Increase the User of Quality Data to Drive Instruction**

Timeline

Beginning, Middle, End of Year

Person(s) Responsible/Monitor

Alexis Dennis, Principal
Elenor Green, Assistant Principal

Strategy's Expected Result/Impact

Increase the percentage of all students scoring at the Meets' and Masters' level
Close the achievement gaps for our AA student population
% of growth increase for all students
Teachers have a deeper understanding of utilizing data

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Implement the district's strategic, ongoing, and job embedded professional development plan to build leader/teacher capacity and self-efficacy - focusing on high-yield, relevant, and responsive instructional strategies to increase effectiveness in the classroom and support special populations including GT, ESL, Dyslexia, and other special populations.

Critical Success Factor(s) **CSF 7 - Increase Teacher Quality**

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal
Elenor Green, Assistant Principal

Strategy's Expected Result/Impact

Increased student performance

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Support teachers in their growth and development through targeted instructional coaching and mentoring

Critical Success Factor(s) **CSF 7 - Increase Teacher Quality**

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal
Elenor Green, Assistant Principal

Strategy's Expected Result/Impact

Coaching, observation, and mentoring logs; teacher retention

Reviews

Formative
Summative

Resources

Strategy/Activity 5

Align the expectations for the Professional Learning Communities (PLC's) at Work process to focus on monitoring student mastery of essential standards to provide intervention and enrichment.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 7 - Increase Teacher Quality

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal
Elenor Green, Assistant Principal

Strategy's Expected Result/Impact

Collaborative Team products and the cycle of defined autonomy to increase the effectiveness of classroom instruction and increase student performance.

Reviews

Formative
Summative

Resources

Strategy/Activity 6

Use concrete models and practical protocols for observation and feedback to ensure teachers use high-yield instructional strategies.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 7 - Increase Teacher Quality

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal
Elenor Green, Assistant Principal

Strategy's Expected Result/Impact

Tracking of teacher observations, action steps, and growth; Increased student performance; More effective classroom instruction; Compliance.

Reviews

Formative
Summative

Resources

Strategy/Activity 7

Create and monitor common language for instructional and behavioral practices school-wide

Critical Success Factor(s)	**CSF 1 - Improve Academic Performance** **CSF 6 - Improve School Climate** **CSF 7 - Increase Teacher Quality**

Timeline

September 2020 - May 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal
Elenor Green, Assistant Principal

Strategy's Expected Result/Impact

Tracking of teacher observations, action steps and growth

Reviews

Formative
Summative

Resources

Strategy/Activity 8

Educate teachers on the impact of equity and effectively using culturally responsive/relevant instructional strategies.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal
Elenor Green, Assistant Principal

Strategy's Expected Result/Impact

Response of diverse populations to instruction and interactions at school.

Reviews

Formative
Summative

Resources

Strategy/Activity 9

Provide rich at-home learning experiences due to COVID-19.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 3 - Increase Leadership Effectiveness

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal

Strategy's Expected Result/Impact

Student growth

Reviews

Formative
Summative

Resources

Objective 2:

Students will achieve literacy success and language acquisition through meaningful learning experiences, innovative pathways, and personalized opportunities.

Evaluation Data Source(s):
MAP, TELPAS, STAAR

Summative Evaluation:
Number of 3rd grade students at meets & masters on STAAR will increase.

Strategy/Activity 1

Provide interventions to improve the academic performance of students and close literacy achievement gaps.

Critical Success Factor(s) **CSF 1 - Improve Academic Performance**

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal
Elenor Green, Assistant Principal
Reading Interventionist

Strategy's Expected Result/Impact

Review: LLI progressions; DRA, MAP, STAAR

Reviews

Formative
Summative

Resources

Amount	67,000.00

Source	211 Title I
Budget Reference	211
Description	Reading Inter

Strategy/Activity 2

Ensure language acquisition instructional strategies, implementation of ELPS, and provide support to ELs at early grades.

Critical Success Factor(s) **CSF 1 - Improve Academic Performance**

Timeline

August 2021 - May 2020

Person(s) Responsible/Monitor

Alexis Dennis, Principal
Elenor Green, Assistant Principal

Strategy's Expected Result/Impact

LLI progressions; DRA, MAP, STAAR; TELPAS, EL exits

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Follow the district level, Multi-Tiered system of support providing targeted interventions to struggling students in both academic and behavioral areas of needs.

Critical Success Factor(s)
CSF 1 - Improve Academic Performance
CSF 3 - Increase Leadership Effectiveness
CSF 7 - Increase Teacher Quality

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal
Elenor Green, Assistant Principal

Strategy's Expected Result/Impact

Targeted instructional supports for students in need of assistance.

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Bilingual paraprofessionals will assist in serving the needs of English Learner students

Critical Success Factor(s) **CSF 1 - Improve Academic Performance**

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal
Elenor Green, Assistant Principal

Strategy's Expected Result/Impact

English language acquisition.

Reviews

Formative
Summative

Resources

Strategy/Activity 5

Follow the district's literacy program so that it is rooted in the science of reading research using the delivery of personalized professional learning through job-embedded coaching, and targeted professional learning.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 7 - Increase Teacher Quality

Timeline

July 2020 - June 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal

Strategy's Expected Result/Impact

Students who score on grade level or above in Reading on the Measures of Academic Performance (MAP) will increase by 16% by 2024.
DRA, MAP, STAAR

Reviews

Formative
Summative

Resources

Objective 3:

Readily and strategically infuse technology in teaching and learning to improve outcomes for all students.

Evaluation Data Source(s):
Asset Panda (inventory management system) deployment reports/data; Level UP badges earned; observation tracking

Summative Evaluation:

Strategy/Activity 6

Provide Blended Learning professional development and instruction for early grades literacy.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 4 - Increased Learning Time

CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal
Elenor Green, Assistant Principal
Shannon Trimble, Executive Director of Innovation and Digital Learning.

Strategy's Expected Result/Impact

Student access to online instructional materials

Reviews

Formative
Summative

Resources

Objective 4:

Ensure high performance of all staff to serve all student groups, demographics and sub populations such as CTE, Special Education, Dyslexia, §504, EL, GT, Economically Disadvantaged, At-Risk, etc.

Evaluation Data Source(s):
Teacher Evaluations, Student scores (Growth & Performance)

Summative Evaluation:
Teacher Evaluations, Student Achievement

Strategy/Activity 1

Utilize the Board adopted T-TAG to evaluate teachers and to coach them to high levels of achievement.

Critical Success Factor(s)

CSF 3 - Increase Leadership Effectiveness

CSF 7 - Increase Teacher Quality

Timeline

July 2020 - August 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal
Elenor Green, Assistant Principal

Strategy's Expected Result/Impact

Increased Teacher Quality and Leadership Effectiveness

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Provide academic enrichment and support opportunities for students such as summer camps, out-of-school time, summer school, and at-home extension activities.

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 6 - Improve School Climate

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal

Strategy's Expected Result/Impact

Student involvement and enrichment

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Provide early introduction to CTE/STEM/STEAM instruction and provide sufficient career education programs to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)]

Critical Success Factor(s) **CSF 1 - Improve Academic Performance**

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Provide intensive accelerated instruction and instructional methods of support for all students and student groups who fail state assessments, are below grade level performance and/or are not achieving to their full potential in accordance with TEC11.252.

Critical Success Factor(s) **CSF 1 - Improve Academic Performance**

CSF 4 - Increased Learning Time

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Alexis Dennis

Strategy's Expected Result/Impact

Targeted instruction and student learning

Reviews

Formative
Summative

Resources

Amount	10000
Source	211 Title I
Budget Reference	211
Description	Summer Camps & Outside-of-School Day Learning Opportunities

Goal 2: Safe learning environment

Maintain a high quality, safe learning environment both physical and social emotional for high student achievement

Performance Objective 1:

Maintain a safe, clean, and orderly environment

Evaluation Data Source(s):
ABM Survey, Clinic Referrals, Attendance Rates

Summative Evaluation:
Teacher turnover rates; Disciplinary Reports; SEL supports avialable

Strategy/Activity 1

Establish COVID-19 safety practices and protocols including enhanced cleaning and sanitizing practices by custodial staff

Critical Success Factor(s) **CSF 6 - Improve School Climate**

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal

Strategy's Expected Result/Impact

Maintain student and staff health & safety

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Follow discipline management including physical or verbal aggression and sexual harassment and all ROAR program procedures to address prevention, identification, response to and reporting of prohibited conduct, harassment, and/or bullying [TEC 37.083(a)/TEC11.252(a)(3)(D)], maintain a Disciplinary Alternative Education Program [TEC 37.008], and support efforts to reduce the

overuse of discipline practices that remove students from the classroom (which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students).

Critical Success Factor(s)

CSF 4 - Increased Learning Time

CSF 6 - Improve School Climate

RDA

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Elenor Green, Assistant Principal

Strategy's Expected Result/Impact

Immediate response to prohibited conduct;
Maintain student and staff health & safety

Reviews

Formative
Summative

Resources

Objective 2:

Increase social-emotional supports

Evaluation Data Source(s):
Counselor sign-ins, Family assessments, Teacher Retention, Discipline Rates, Attendance Rates

Summative Evaluation:
Teacher Retention Rate, Discipline Rates, Attendance Rates

Strategy/Activity 1

To build an understanding of social & emotional learning and work with student behaviors the campus will ensure professional development to teachers, staff, students and parents specific to social/emotional learning and trauma informed care policies, crisis intervention, drug education, dating violence, sexual abuse, sex trafficking, other maltreatment of children, cultural proficiency, and healthy student relationships. [TEC 38.0041(a), TEC 11.252(c)(9), TEC 11.252(a)(10), TEC 37.0831, and TEC 38.036]

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 4 - Increased Learning Time

CSF 6 - Improve School Climate

Timeline

August 2020 - May 2020

Person(s) Responsible/Monitor

Kelly Kilpatrick, Counselor

Strategy's Expected Result/Impact

Teacher capacity to assist student needs increases

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Provide and support counseling and social services sufficient to support students' social, emotional, and academic well-being of student and implement a comprehensive school counseling program [TEC 11.252, 33.005]

Critical Success Factor(s)

CSF 1 - Improve Academic Performance

CSF 4 - Increased Learning Time

CSF 6 - Improve School Climate

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Kelly Kilpatrick, Counselor
Alexis Dennis, Principal

Strategy's Expected Result/Impact

Decreased disciplinary referrals; Increased student attendance

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Guidance lessons will be provided by the Counseling department to help students with social and emotional needs.

Critical Success Factor(s)	**CSF 1 - Improve Academic Performance** **CSF 6 - Improve School Climate**

Timeline

August 2020 - May 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal
Kelly Kilpatrick, Counselor

Strategy's Expected Result/Impact

Increased social & emotional health of students

Reviews

Formative
Summative

Resources

Amount	200
Source	289 Title IV
Budget Reference	289
Description	SEL Materials

Strategy/Activity 4

Campus will follow district's methods for addressing the needs of students and special programs: (a) suicide prevention including parental or guardian notification procedures; (b) conflict resolution programs. (c) violence prevention programs, (d) dyslexia treatment programs; (e) accelerated instruction and (f) homeless services in accordance with TEC 11.252/TEC 11.255.

Critical Success Factor(s) **CSF 6 - Improve School Climate**

Timeline

August 2020-July 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal
Kelly Kilpatrick, Counselor

Strategy's Expected Result/Impact

Effective responses tp student needs

Reviews

Formative
Summative

Resources

Strategy/Activity 5

Provide trainings required to address sexual abuse, sex trafficking, and other maltreatment of children, and cybersecurity including methods for increasing staff, student and parent awareness and staff training. [TEC 38.0041(a), TEC11.252(c)(9)]

Critical Success Factor(s) **CSF 7 - Increase Teacher Quality**

Timeline

August 2020- June 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal

Strategy's Expected Result/Impact

Awareness of student needs and knowledge of how to respond.

Reviews

Formative
Summative

Resources

Goal 3: Financial Stability

Expect transparency and decisions that support long term financial stability for high student achievement.

Performance Objective 1:

Preserve Fiscal Responsibility

Evaluation Data Source(s):
FIRST report, District audit

Summative Evaluation:
Superior FIRST Rating; Healthy fund balance; Long Range Plan

Strategy/Activity 1

Maintain campus budget that provides focus on achieving campus goals and improving academic performance.

Critical Success Factor(s) **CSF 1 - Improve Academic Performance**

Timeline

September 2020 - August 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal

Strategy's Expected Result/Impact

Fiscal responsbility and achievement of campus goals

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Utilize district's automated and digitized systems to maximize efficiency.

Critical Success Factor(s)

CSF 2 - Increase the User of Quality Data to Drive Instruction

CSF 3 - Increase Leadership Effectiveness

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal

Strategy's Expected Result/Impact

Data accuracy; Effective time management

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Report and maintain accurate PEIMS data through training and follow-up supports for support staff on appropriate coding procedures.

Critical Success Factor(s)

CSF 2 - Increase the User of Quality Data to Drive Instruction

CSF 3 - Increase Leadership Effectiveness

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal

Strategy's Expected Result/Impact

Accuracy in PEIMS reporting for accountability and funding

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Attend recruiting events such as attending/hosting job fairs, virtual interviews as necessary and implement supports to retain and develop highly effective teachers including creating a positive culture, professional development, job-embedded supports, mentors, etc.

Critical Success Factor(s)	**CSF 3 - Increase Leadership Effectiveness** **CSF 6 - Improve School Climate** **CSF 7 - Increase Teacher Quality**

Timeline

August 2020-July 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal

Strategy's Expected Result/Impact

Increase teacher quality and recruit diverse staff

Reviews

Formative
Summative

Resources

Strategy/Activity 5

Decrease teacher turnover rate by increasing ability of campus leaders to coach and support teachers.

Critical Success Factor(s)	**CSF 1 - Improve Academic Performance** **CSF 3 - Increase Leadership Effectiveness** **CSF 6 - Improve School Climate** **CSF 7 - Increase Teacher Quality**

Timeline

August 2020 - July 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal

Strategy's Expected Result/Impact

Stability of teaching staff and decreased expense of training

Reviews

Formative
Summative

Resources

Objective 2:

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Ensure staff attends district supports provided through New Teacher orientation, TIGER Academy, and Mentor Teacher Programs to address needs of those new to LEA and/or the teaching profession.

Critical Success Factor(s)	**CSF 1 - Improve Academic Performance**

CSF 7 - Increase Teacher Quality

Timeline

August 2020 - July 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal

Strategy's Expected Result/Impact

Targeted supports/trainings for beginning teachers

Reviews

Formative
Summative

Resources

Goal 4: Family & Community Engagement

Expect engagement with parents and the community for high student achievement.

Performance Objective 1:

Parents will be full partners in the education of their children.

Evaluation Data Source(s):
Parent Surveys, Event attendance

Summative Evaluation:
Opportunities provided for family & community involvement; Participation

Strategy/Activity 1

Provide cultural sensitivity and customer service training to all staff

Critical Success Factor(s)	**CSF 5 - Increase Family and Community Engagement** **CSF 6 - Improve School Climate**

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal

Strategy's Expected Result/Impact

Higher engagement with parents and staff

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Communicate early and often with parents and stakeholders through websites, social media, and electronic communications to keep parents informed.

Critical Success Factor(s)

CSF 6 - Improve School Climate

CSF 7 - Increase Teacher Quality

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal
Elenor Green, Assistant principal

Strategy's Expected Result/Impact

Ensure families are aware of involvement opportunities and are kept abreast of latest news

Reviews

Formative
Summative

Resources

Objective 2:

Establish, embrace and support business partnerships and meaningful community involvement in the overall success of students.

Evaluation Data Source(s):
Survey data, Number of partnerships,

Summative Evaluation:
Number of partnerships and involvement opportunities provided

Strategy/Activity 1

Provide opportunities for community involvement including volunteer training, special events, Family Nights, and campus programs.

Critical Success Factor(s)

CSF 5 - Increase Family and Community Engagement

CSF 6 - Improve School Climate

Timeline

August 2020 - June 2021

Person(s) Responsible/Monitor

Alexis Dennis, Principal

Strategy's Expected Result/Impact

Alexis Dennis, Principal
Kelly Kilpatrick, Counselor

Reviews

Formative
Summative

Resources