

Carroll Independent School District

Durham Intermediate School

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

To provide a caring and creative learning environment that promotes excellence, fosters integrity and encourages each student to reach his or her academic, extracurricular and social potential.

Vision

Creating an environment that fosters excellence

Value Statement

Excellence - Relationships - Character & Integrity - Innovation - Open & Honest Communication - Compassionate Service

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Durham Intermediate School is a 5th and 6th grade campus housed in a building that was completely remodeled in 2000. It is one of two intermediate school campuses in CISD and serves the northern half of the community. There are approximately 750 students enrolled and about 75 faculty and staff assigned to support these students. We serve a community that is extremely supportive of the students, faculty and staff.

Demographics Strengths

Durham Intermediate School has many strengths. Some of the most notable demographics strengths include:

- Many families move into our area just for the schools. Because our families value education we have many supportive parents and students who are committed to success.
- The campus has extremely high expectations for students. This is expected and valued by parents and the community.
- The attendance rate at Durham Intermediate School consistently in the 96-98 percentile range.
- Students at Durham Intermediate School are very accepting of new students regardless of race or ethnicity.
- All students who withdraw enroll in other schools. No dropouts have been recorded for Durham Intermediate.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The latest TAPR report shows that the percentage of students identified as needing Special Education services is above both the state and district averages. The campus needs to continue the district initiative of providing high-quality MTSS services.

Problem Statement 2: Enrollment data confirms an increasing number of ELL students. Durham intermediate needs to provide training to equip teachers to better support ELL students in the classroom.

Student Achievement

Student Achievement Summary

Durham Intermediate enjoys a long history of outstanding student academic achievement. This can be seen in the 2019 Accountability Rating of **Met Standard**. In all four Performance Index areas (Index 1 - Student Achievement, Index 2 - Student Progress, Index 3 - Closing Performance Gaps, and Index 4 - Postsecondary Readiness) the campus scored significantly above the state target scores. The campus also received five Distinction Designation honors.

Student Achievement Strengths

Students are very active and involved in school sponsored as well as community and regional programs, such as performing arts, sports, academic competitions, fine arts, etc.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The campus will continue to support a district-wide focus on MTSS. The campus needs to provide continuing support for teachers as they implement these procedures.

Problem Statement 2: The current generation of struggling students needs teachers with skills to incorporate technology into instruction. To enhance their current skills, the campus will provide professional development regarding technology for all teachers.

School Culture and Climate

School Culture and Climate Summary

Our school invests in building connections and, as a result, Durham Intermediate enjoys a warm, inviting culture where all students feel supported and accepted. Expectations for student behavior are high and we are blessed to have respectful, confident students. This culture of respect also exists between staff and parents.

An annual review is conducted of the discipline records, including student conflicts, all forms of violence, bullying, drug offenses and DAEP placements. Durham Intermediate School has very few problems with discipline as compared with other intermediate schools. There have been no significant increases, indicating that resolution programs and interventions are typically successful. Therefore, conflict resolution, drug and violence prevention and intervention will not be included as needs in this year's improvement plan. These areas will be carefully re-evaluated each year. Additionally, while bullying is not considered a problem, the campus feels that it is important not to be complacent about bullying and will include this as a need for the campus.

As part of a focus on health and wellness and an effort to provide coordinated school health activities, students' academic performance data is compared with other data, such as fitness assessments, attendance, participation in physical education, etc. The campus stays tuned to recommendations provided by the district school health advisory council. All campus personnel make an effort to recognize and promote healthy lifestyles through good nutrition, appropriate rest, stress reduction time for studying and time for active, physical activity.

School Culture and Climate Strengths

- Durham Intermediate School celebrates a healthy, supportive culture.
- Students report that they feel safe at school.
- Students are accepting of students new to DIS and CISD.
- Students value each other and respect the variety of cultures of our diverse student population.
- Teachers feel empowered and valued. They report that DIS is a great place to work.
- Administrators work closely with faculty and staff in decision-making.
- Teachers feel that they have a voice in the decisions that are made.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Because our students are so actively involved, they need help staying organized and focused. The campus needs to continue providing Home Room organizational assistance at the beginning of the school year and then identify students who will need targeted assistance throughout the year.

Problem Statement 2: The campus needs to provide clear communication with students and parents in an attempt to help students plan ahead.

Problem Statement 3: As a preventative measure, the campus will continually keep anti-bullying activities as a level of focus.

Problem Statement 4: Although harassment, physical and verbal aggression are not problems, our campus feels it is important to reinforce positive behaviors and equip students with strategies to address inappropriate behavior.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All staff members at Durham Intermediate School met the federal and state highly qualified requirements resulting in students being surrounded by staff that hold high expectations for learning. In addition to professional development, the weekly PLC meetings reinforce what they are learning by discussing training, discussing implementation and sharing articles, etc. Teachers observe each other in a spirit of learning together.

Staff Quality, Recruitment, and Retention Strengths

Durham Intermediate School celebrates the following strengths:

- Durham Intermediate School staff values professional development and seeks opportunities to participate in staff development in addition to what the district requires.
- 100% of the staff are Highly Qualified.
- 100% of the certified staff have participated in multiple professional development opportunities during this past school year.
- Grade level PLCs and department PLCs strengthen instruction through the alignment of the curriculum, lesson planning and the pacing calendar.
- The technology staff development opportunities have helped the staff become more competent and effective with the use of technology in the classroom.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Because of the rising number of ELL students, the campus will provide ELL training for all teachers at the beginning of each school year.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Durham Intermediate School teachers consistently use the district's curriculum. Teachers have aligned the CISD curriculum with the TEKS and identifies the specificity of each TEK at the depth and complexity needed for students to gain the expected understanding. In weekly lesson plans, teachers identify the TEKS being addressed and the type of assessment being used to check for understanding. Walkthroughs and teacher PLC discussions are used to ensure that the expected depth and complexity of instruction is being achieved. Teachers are working together to measure student achievement, identify areas of need and strength, and plan instruction to meet the needs of all students.

Assessment is ongoing throughout each unit and students are encouraged and supported as they take on more responsibility with their learning. Teachers use data to drive instruction and design differentiation for students who are struggling and for students who need additional challenge. Teachers use data from both formal and informal assessments. Math and reading are the primary focus for students who have been identified based on STAAR, CBAs and teacher recommendation. In addition, tutoring opportunities are offered by teachers and assistance with classwork in both peer tutoring and small group environments.

A new MTSS structure was implemented and is demonstrating success. Since the procedures and strategies of MTSS are still fairly new, the campus has a sharp focus on its implementation. This structure is being used across the district. Documentation is collected regularly about what is working and what is not so that the MTSS structure can experience continuous improvement.

Curriculum, Instruction, and Assessment Strengths

Durham Intermediate School celebrates the following strengths:

- DIS is a high performing campus according to state testing scores. As a result, the curriculum followed by the district and DIS goes beyond the mandated state curriculum.
- Students participate in a wide variety of elective courses.
- DIS has a strong MTSS process.
- The master schedule supports planning time in PLCs.
- A strength of DIS teachers is their ability to identify strategies for students in Tier 1 and Tier 2.
- The ability to interpret and use common assessment data to drive instructional decisions is a key component of the overall success of DIS.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: A comparison of the performance indicators for each grade level standard and an analysis of STAAR scores and the CBAs identify some gaps in instruction and student achievement.

Parent and Community Engagement

Parent and Community Engagement Summary

Family involvement is a definite strength for our campus. Our volunteers serve in many different capacities, including in the classrooms, in the administrative areas, during special student events, etc. Our families' perception of our school and its effectiveness is one of a positive nature. They report feeling very welcome when they come into the school due to the reception they receive in our front office and the warm, welcoming attitude of our staff. We have positive comments that are made referencing how well the school is doing in educating students and how we take care of the various needs of our families. Additionally, we view customer service as a major priority.

Our website is kept up to date and has information about upcoming events as well as resources for the parents to assist their students at home.

Parent and Community Engagement Strengths

Durham Intermediate School enjoys a robust family and community involvement environment. When events occur, our campus overflows. It is common for us not to have enough seating which is a wonderful problem to have. Durham Intermediate School's success is largely due to parent and community support, participation and cooperation.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: While parent participation is extremely strong, an analysis of parent sign-in sheets, etc., reveals that parent involvement is not equal among the parents of all student groups. The campus needs to strengthen methods for reaching under-served families.

School Context and Organization

School Context and Organization Summary

Durham Intermediate School is respected for the feeling of safety at the school. The parents, community, staff and students report that they feel safe at school. Campus procedures are organized to maximize efficiency and safety. The master schedule is designed around instruction and daily routines are organized in a manner that reflects campus expectations for behavior and learning. Expectations are high; relationships of respect drive the expectations.

School Context and Organization Strengths

Durham Intermediate School is proud of the following strengths:

1. Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by the active parent community.
2. Teachers accommodate special populations with more time and individualized instructional plans
3. RTI is being utilized successfully with students being referred to the appropriate special population.
4. A master schedule and calendar maximize the amount of time spent on instruction and ensure that special program times are addressed.
5. Interruptions to the instructional day are kept to a minimum.
6. Safety drills are performed frequently and efficiently.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The district is analyzing the the efficiency of our master schedule. The campus will adjust the master schedule according to directives from district administration.

Technology

Technology Summary

Durham Intermediate supports technology and believes technology enhances the student engagement in the learning process. The school is committed to maintaining the highest possible standards in hardware, software, and network capability for our staff and students. Our goal is to continue to provide cutting edge resources to our staff and students to support the highest level of student engagement possible.

Technology Strengths

As part of the Dragons Go Digital district initiative, Durham Intermediate School has identified these strengths:

- Smart Boards in each classroom
- All classrooms are fully equipped with a variety of current technology including mini-Dell laptops, document cameras and access to National Geographic, Brain Pop, Safari Montage and other resources
- Monthly technology training for staff
- Teachers report increasing skills and confidence with the use of technology
- Three full computer labs are available for students as well as being a 1:1 campus
- During the school year, teachers receive extensive training on how to integrate technology into their instruction.
- Follow-up professional development is planned for the current school year.

Problem Statements Identifying Technology Needs

Problem Statement 1: The campus will continue to promote the Dragons Go Digital district initiative.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data

Goals

Goal 1: Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

Performance Objective 1: All students will be provided the appropriate level of intervention in order to pass the state assessments, pass all core classes with at least a 70% average and be promoted to the next grade level.

Evaluation Data Sources: 100% of student passing rates (9-weeks, semester, and year-end grades).

Summative Evaluation: Some progress made toward meeting Objective

<p>Strategy 1: The following strategies are strong and are showing positive results. They will be continued and monitored for effectiveness:</p> <ol style="list-style-type: none"> 1. Extended Day Tutorial 2. CARE program 3. Academic Learning Center & CM2 4. Dyslexia program 5. 504 placements 6. Morning Tutorials 7. HR Tutorials 8. ESL Instruction <p>Strategy's Expected Result/Impact: (1) The impact of each program/strategy will be measured individually. Student achievement will be equal to or higher than the previous year. (2) The implementation can be measured by a review of the master schedule and teacher schedules.</p> <p>Staff Responsible for Monitoring: Leaders: Principal and Assistant Principals. Also involved are: Counselor and Staff</p> <p>Funding Sources: - Local</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 50%	 75%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

Performance Objective 2: All students enrolled in the Reading Intervention Program will score on grade level on the end-of-year district literacy assessment and will pass an on-grade level STAAR Reading assessment.

Evaluation Data Sources: All STAAR Reading scores for the above student group to be passing or higher.

Summative Evaluation: Some progress made toward meeting Objective

<p>Strategy 1: 1. CARE Program 2. Teachers monitoring 3. Read Liveprogram 4. Universal Screener 5. Reading Plus 6. iStation</p> <p>Strategy's Expected Result/Impact: Review 3/6 week progress reports and 9-week grades. Staff Responsible for Monitoring: CARE Teacher, Counselor, LA Staff, MTSS Committee</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 50%	 75%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

Performance Objective 3: 75% of all special education students will take and pass the STAAR assessment.

Evaluation Data Sources: 75% STAAR Scores for the above student group to be passing or higher.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1: 1. General Ed CBA's 2. CARE Reading 3. Co-Teaching Program 4. Academic Learning Center 5. Speech 6. Resource classes 7. Social Skills 8. CM2 Program 9. Inclusion Classes Strategy's Expected Result/Impact: CBA Assessments, IEP Goals Staff Responsible for Monitoring: Staff	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 50%	 75%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

Performance Objective 4: Increase the percentage of students showing growth in reading as compared to previous school year data.

Evaluation Data Sources: STAAR Scores at a passing rate.

Summative Evaluation: Some progress made toward meeting Objective

<p>Strategy 1: 1. LA CBAs 2. STAAR Tutorials 3. iStation 4. Co-Teaching Program 5. CARE Program 6. Sheltered Instruction 7. ELPS 8. TELPAS 9. PLC</p> <p>Strategy's Expected Result/Impact: CBA Assessments, iStation Staff Responsible for Monitoring: Staff Counselor Funding Sources: - Title I</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 50%	 75%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

Performance Objective 5: Increase the percentage of students showing growth in Math as compared to previous school year data.

Evaluation Data Sources: STAAR Scores at a passing rate

Summative Evaluation: Some progress made toward meeting Objective

<p>Strategy 1: 1. Math CBAs 2. STAAR Tutorials 3. Co-Teaching Program 4. ELPS 5. TELPAS Data 6. PLC</p> <p>Strategy's Expected Result/Impact: CBA Assessments Staff Responsible for Monitoring: Staff Counselor Funding Sources: - Title I</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 50%	 75%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

Performance Objective 6: Increase the percentage of students who pass the 5th Grade STAAR Science assessment at the Final standard from previous year's scores.

Evaluation Data Sources: STAAR Scores at a passing rate

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1: 1. Science CBAs 2. Science Labs 3. STAAR Tutorials 4. ELPS 5. PLC 6. Inclusion Classes Strategy's Expected Result/Impact: CBA Assessments Staff Responsible for Monitoring: Staff Counselor Funding Sources: - Title I	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 50%	 75%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

Performance Objective 7: Address the needs of the Gifted and Talented at DIS.

Evaluation Data Sources: GT Planning on campus and in District,
PEIMs Data

Summative Evaluation: Significant progress made toward meeting Objective

<p>Strategy 1: 1. GT Humanities Program 2. Compacted and Accelerated Math Programs 3. GT Science</p> <p>GT program will continue developing curriculum which promotes higher level thinking skills. Strategy's Expected Result/Impact: PEIMs Data Staff Responsible for Monitoring: GT Teachers, Staff, CISD Curriculum Coordinators</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

Performance Objective 8: Increase the percentage of students who score at a Level 3/Advanced on each of the STAAR subject areas.

Evaluation Data Sources: STAAR Level 3/Advanced Scores increase from previous year's scores.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1: 1. CBAs 2. Higher level thinking & questioning strategies in all classrooms 3. GT Courses 4. Compacted & Accelerated Math Strategy's Expected Result/Impact: CBA Assessments Staff Responsible for Monitoring: Staff, GT Teachers, CISD C & I Department	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 50%	 75%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

Performance Objective 9: GT students will receive differentiated instruction through the use of strategies that GT certified teachers acquired in the GT intense training.

Evaluation Data Sources: 100% of GT students will meet Level 3 standards on STAAR.

Summative Evaluation: Significant progress made toward meeting Objective

<p>Strategy 1: Develop innovative products and performances that reflect individuality, creativity and higher-level thinking using Texas Performance Standards Project.</p> <p>Strategy's Expected Result/Impact: CBAs, Pre-AP writing samples, Students will create innovative products reflective of higher-level thinking linked to over-arching question.</p> <p>Staff Responsible for Monitoring: GT SS/Sci/LA Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Provide an integrated language arts/social studies program to challenge learning experiences for G/T students.</p> <p>Strategy's Expected Result/Impact: CBAs, Pre-AP writing sample, Students will create innovative LA/SS products reflective of higher-level thinking linked to over-arching questions.</p> <p>Staff Responsible for Monitoring: GT SS/LA Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Integrate Fine Arts into the GT Curriculum. Encourage participation in Odyssey of the Mind & Destination Imagination.</p> <p>Strategy's Expected Result/Impact: CBAs, Pre-AP writing samples, Various forms of art and music are incorporated in the lessons and projects in the GT LA/SS classes</p> <p>Staff Responsible for Monitoring: GT SS/LA Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 4: Incorporate GT research strategies in lesson planning.</p> <p>Strategy's Expected Result/Impact: CBAs, Pre-AP writing samples</p> <p>Staff Responsible for Monitoring: GT SS/LA Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5: Invite resource speakers to enhance the instructional lessons for GT students. Students will explore art in a variety of formats through the art docent program and in the GT classroom. Strategy's Expected Result/Impact: CBAs, Pre-AP writing samples Staff Responsible for Monitoring: GT SS/Sci/LA Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

Performance Objective 10: 100% of teachers will use classroom technologies, such as Smart Boards, laptops and iPads in classrooms to enhance the educational experience therein.

Evaluation Data Sources: Teachers will demonstrate an ability to effectively use various types of technology to improve classroom instruction as measured through administrative observations and annual surveys.

Summative Evaluation: Significant progress made toward meeting Objective

<p>Strategy 1: 1. Teachers will receive additional professional development to increase their ability to effectively integrate various technologies into classroom instruction.</p> <p>Strategy's Expected Result/Impact: Impact and implementation will be measured by the frequency and effectiveness of the use of technology in classrooms as observed in classroom walk-throughs.</p> <p>Staff Responsible for Monitoring: Leader: Principal. Also involved: curriculum & instruction department and the technology department.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Cultivate a secure, supportive, and nurturing environment where everyone feels safe and valued.

Performance Objective 1: A variety of resources will be utilized to enhance effective communication between the school, parents, and community to support the academic, physical, emotional, and social well-being of students.

Evaluation Data Sources: Improved parent communication, parent & community feedback.

100% of contacts reached through Blackboard.

Increased parent participation in Meet the Teacher and Curriculum Night.

Summative Evaluation: Significant progress made toward meeting Objective

<p>Strategy 1: 1. Utilize school website 2. Principal Newsletter/Mail Call (weekly) 3. Teacher Canvas pages 4. Meet the Teacher / Curriculum Night 5. Site Based Decision Making committee 6. Blackboard Announcements 7. 4th Grade Tours 8. New parent orientation 9. Twitter 10. Family Access 11. Remind 101 12. Seesaw (SPED) 13. Open House 14. Campus Diversity Council 15. SMART Team</p> <p>Strategy's Expected Result/Impact: Parent feedback, Number of successful contacts reached through Blackboard, Parent participation in Meet the Teacher and Curriculum Night</p> <p>Staff Responsible for Monitoring: Administration, Staff</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 50%	 75%	 100%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Cultivate a secure, supportive, and nurturing environment where everyone feels safe and valued.

Performance Objective 2: Provide opportunities for professional development & growth that teachers find challenging and rewarding.

Evaluation Data Sources: Teacher feedback, observations, evaluations, lesson plans.

Summative Evaluation: Significant progress made toward meeting Objective

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Assign a Mentor Teacher.</p> <p>Campus level staff development that allows opportunities for professional & personal growth.</p> <p>Periodically provide subs to allow teachers time to attend district and out of district training.</p> <p>Departmental time to share / teach / present mini-lessons for fellow teachers at monthly Faculty Meetings.</p> <p>New staff point of contact person.</p> <p>Peer Observations</p> <p>Co-Teach planning time provided per grading period</p> <p>Strategy's Expected Result/Impact: Feedback from Staff and Department Heads</p> <p>Staff Responsible for Monitoring: District Admin, Campus Admin, Department Heads</p>				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Cultivate a secure, supportive, and nurturing environment where everyone feels safe and valued.

Performance Objective 3: Create a collaborative work environment where employees feel a part of and are excited about coming to work.

Evaluation Data Sources: Committee feedback

Summative Evaluation: Significant progress made toward meeting Objective

<p>Strategy 1: 1. Staff recognition (PTO lunches, Use of "True to the Core" initiative, etc.). 2. PLCs 3. PTO Treat Cart 4. Staff Appreciation Activities 5. Note Cards from Admin 6. Shout out newsletter 7. Teacher of the Year 8. Sunshine Committee 9. Compliment Notebooks</p> <p>Strategy's Expected Result/Impact: Monthly Staff Meetings, PLC Meetings</p> <p>Staff Responsible for Monitoring: Staff, PTO, TLC</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 50%	 75%	 100%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Provide an adaptive, efficient, and innovative infrastructure to optimize all operational areas in a fiscally responsible manner.

Performance Objective 1: Campus staff will ensure that they are effective and efficient stewards of all resources.

Evaluation Data Sources: Accurate record keeping of funds received and used. Each year, before approving the budget, a review spending practices will be done.

Summative Evaluation: Some progress made toward meeting Objective

<p>Strategy 1: 1. Solicit and secure alternative funding sources such as business donations, PTO gifts, and community donations. 2. Evaluate and refine campus budget based upon departmental needs.</p> <p>Strategy's Expected Result/Impact: Secretary monitors expenditures & reports weekly/monthly to principal Staff Responsible for Monitoring: PTO, Volunteers, Admin., Principal, Dept. Chairs, CEF, SAGT</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 50%	 75%	
 No Progress  Accomplished  Continue/Modify  Discontinue				