

# Goose Creek Consolidated Independent School District

## E.F. Green Junior School

### 2021-2022 Campus Improvement Plan



# Mission Statement

## Mission

“Developing the Whole Child”

E.F. Green will commit to the work of meeting the academic and social-emotional needs that impact the lives of our students through building meaningful relationships, engaging in continuous collaboration and understanding the behaviors which contribute to the overall growth of each student.

## Vision

### Vision

E.F. Green students will be able to enter post-secondary life with skills to think critically and resolve real-life situations in an evolving world.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The Edward Franklin “E.F.” Green comprehensive needs assessments process was completed as follows:

E.F. Green leadership was trained in the needs assessment process.

E.F. Green staff completed a campus needs assessment survey. Future staff members for our campus provided input into the direction of the campus based on historical trends and a vision for the campus.

Demographic information for the campus identified students was reviewed:

<b>Groups</b>	<b>Students</b>
African American	21.95%
American Indian	0.21%
Asian	4.31%
Hispanic	53.15%
Pacific Islander	0%
White	16.81%
Two or More	3.57%

### Demographics Strengths

The following areas continue to be areas of strength:

- Retention rate
- Diverse staff compared to the state
- Campus Academic Specialist is focused on student data and direct classroom coaching with teachers.

# Student Learning

## Student Learning Summary

Edward Franklin “E.F.” continues to analyze student data from 2020-2021. This disaggregation allows us to identify areas of strength and areas of needed focus. The trends display a correlation with the district.

With the results for "Approaches Grade Level", STAAR Reading, Writing, Math and Science gains were made for our Limited English Proficiency and Special Needs students. English I and II as well as Alg EOCs demonstrated sustained minimal success, with other subjects demonstrating minimum to moderate loss.

A focus on 8th grade SS and Science will be required, showing up to 10% loss, also requiring a focus on accelerated instruction.

With the results for "Meets Grade Level", there were significant gains in our LEP and SpEd populations again.

With the results for "Masters Grade Level", there were gains in LEP and SpEd for ELA, Math and Science as well as increases in African American ELA and Algebra EOC, which may be a result of our inclusion of culturally relevant literature selections in our classrooms and libraries.

## Student Learning Strengths

With opening a new school, the team is determined to review data and plan the support needed for campus improvement.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Monitoring student achievement data and planning interventions swiftly. **Root Cause:** With all new staff and all new students, it critical to know the data for all of our students so that our accountability is not impacted by being a new campus.

# School Processes & Programs

## School Processes & Programs Summary

Edward Franklin “E.F.” continues to create, evaluate and refine its system and processes. Based on walkthroughs and observations, Teacher Clarity and Check For Understanding are areas for academic focus during the 2021-2022 school year. Students data is routinely reviewed. Below are several areas of focus for our overall achievement opportunities:

- We have a viable curriculum.
- PLC is a prioritized practice.
- Master Schedule allows for common planning opportunities.
- Structured PLC Days.
- Involve teachers in the revision of systems and process.
- Maintain open lines of communication with our school community members.

## School Processes & Programs Strengths

Since this is the first year for our campus, strengths are focused on the staff that have been hired to determine the process and programs that will support the transition of students to a new campus.

# Perceptions

## Perceptions Summary

The District ILC, Program Evaluation Committee, and other needs assessment feedback gathered through Webex Meetings and Google forms including student, staff, and parent surveys provided the following information:

We have a social media presence that distributes important information to stakeholders. Communicating with parents and students through platforms in which they are comfortable shows that we respect and value them.

We are able to maintain our relationship with stakeholders. Issues and questions are addressed quickly and directly through social media.

Goose Creek CISD puts students first. GCCISD provides opportunities for learning about different cultures especially in the Language Arts reading selections.

The physical and emotional needs of each student is as important as their academic needs. The needs of faculty and staff are also considered important in the district. Our district does a great job in regards to respect, relationships, behavior, and support for students. Our district communicates with stakeholders consistently. The district is fair. All students get treated the same without prejudice. The district is thorough in trying to detect the need for mental health intervention and providing information about resources.

GCCISD's strength in regards to student management, bullying, and mental health intervention is our relationship with Communities in School.

- The CIS staff are valuable to many of our students. An area of need for our district's in bullying and mental health intervention is gang awareness.
- With the rise of COVID19, safety measures need to be reviewed and updated in order to prevent the spread of the virus on all campuses.
- Most teachers seem satisfied with their campuses and their district. Most staff try hard to do what is right and help where we can.
- Parents are mostly complimentary.
- Campuses provide many opportunities for parents and teachers to connect.
- GCCISD puts the well-being of the students first by continuing to work on making positive relationships with students, parents and staff members.

## Perceptions Strengths

Edward Franklin "E.F." Green will invest in creating a positive school culture during the 2021-2022 school year. This practice will yield a learning environment conducive to the overall academic and social-emotional successes for all students.

# Priority Problem Statements

**Problem Statement 1:** Monitoring student achievement data and planning interventions swiftly.

**Root Cause 1:** With all new staff and all new students, it critical to know the data for all of our students so that our accountability is not impacted by being a new campus.

**Problem Statement 1 Areas:** Student Learning



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain

## Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Postsecondary college, career or military-ready graduates
- SAT and/or ACT assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- 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

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

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





# Goals

**Goal 1:** Green Junior School will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

**Performance Objective 1:** Green Junior School will increase the percentage of students earning Meets/Masters STAAR performance for all student populations by 10%.

**Evaluation Data Sources:** CFAs, CSAs, CBAs, Student Trackers & STAAR Reports





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Engage in the active use of data from Benchmarks, CBAs and STAAR to identify student achievement strengths and weaknesses to provide intervention and enrichment opportunities for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> 10% increase of STARR results in each tested area.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CAS, SSA &amp; Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Schedule Math and Reading Blocks - 90 minutes each day for every student. Green Junior School will embed Math and Reading intervention for Tier III students during the instructional school day.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased opportunity for student learning and content mastery.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CAS, SSA, Teachers &amp; Instructional Aides</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Incorporate use of campus wide STAAR strategies with visual aids, accommodations and modifications as needed for STAAR.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student learning and test taking strategies. Create confident test takers and increase STAAR results.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CAS, SSA, Teachers &amp; Instructional Aides</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Engage students in content rotations/camps prior to STAAR assessment. These rotations/camps will consist of tiered engagement, Advanced Camp and Remedial Camp.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student learning and test taking strategies. Create confident test takers and increase STAAR results. Refine strategies to address areas of minimal mastery and enhance comprehension for increased levels of mastery.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CAS, SSA &amp; Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Meet with each identified Level 1 student and their parent to discuss test scores and the importance of raising students test scores and how the parents can support that effort..</p> <p><b>Strategy's Expected Result/Impact:</b> The personal attention to each of the Level 1 students will bring awareness to families and students on what their child's scores mean, and what families can do collectively to support their child academically in the upcoming school year. Also, it allows for campus stakeholders and family to build a rapport around student achievement at the beginning of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CAS, SSA, &amp; Teachers.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Monthly roll out of WICOR [Writing, Inquiry, Collaboration, Organization, Rigor] strategies, and ongoing monitoring of the implementation of the WICOR strategies in daily lesson plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementing WICOR strategies in the classroom allow educators to guide students in comprehending concepts and articulating ideas at increasingly complex levels.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CAS, SSA</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** Green Junior School will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

**Performance Objective 2:** Green Junior School will increase the percentage of students meeting Level III (Advanced Performance) by at least 5% on all STAAR Assessments.

**Evaluation Data Sources:** CFAs, CSAs, CBAs, Student Trackers & STAAR Reports





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Train all staff on the use of Depth of Knowledge (DOK) question strategies for implementation in daily instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers that skillfully deliver questions, they stimulate learning, promote critical thinking, drive clear ideas, and stir the imagination. Having an understanding of questioning techniques will build capacity in students and rigor in the lesson will promoter student learning and skill mastery.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, SSA, CAS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Engage staff in on-going professional development to refine their skills to effectively promote critical thinking through the use of Questioning Strategies. These learning opportunities will yield more understanding and systematic implementation of DOK Levels and Rigor &amp; Relevance strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased display of critical thinking and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CAS, SSA, Teachers &amp; Instructional Aides</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> All teachers will be trained on differentiated instructional strategies [grouping, reflection and goal setting, mini-lessons, centers and resources, voice and choice in product, differentiate through formative assessments, and balance teamwork and individual work] for students.</p> <p><b>Strategy's Expected Result/Impact:</b> The advantages of teachers implementing differentiated instructional strategies addressing learner deficiencies in both speed and depth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CAS, SSA.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Monitor and review Level III Advance Performance on CBAs and Benchmark with Green staff. Individualized and flexible plans will be created to maximize student growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased display of critical thinking and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CAS, SSA, Teachers &amp; Instructional Aides</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Green Junior School will provide a well-balanced and appropriate curriculum to all students.

**Performance Objective 1:** Green Junior School will ensure academic success for all students by closing the achievement gaps by 5%.

**Evaluation Data Sources:** CFAs, CSAs, CBAs, Student Trackers & STAAR Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Conduct PLC meetings to discuss instructional practices, regularly review data following CFAs, CBAs &amp; Benchmarks and make informed decisions to guide intervention and enrichment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased opportunity for student learning and content mastery</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CAS, SSA, Teachers &amp; Instructional Aides</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Train all teachers on how to access Eduphoria to pull data from CBAs, Benchmarks, and STAAR exams for their classes. Train all teachers how to analyze their data and identify their students' specific strengths and weaknesses.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be prepared to accurately breakdown their student data and assess the needs of their students as they participate in PLCs. Completing this training will also create a foundation for teachers to effectively engage with their content curriculum and accurately develop lesson plans that meet the needs of their students.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Engage staff in professional learning opportunity intended to grow our collective investment in being a culturally responsive Professional Learning Community, PLC.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase mindfulness and intentionality when planning lessons which engage all learners</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CAS, SSA &amp; Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Engage and prepare all staff in refining their knowledge and skills to effectively implement instructional strategies such as WICOR to meet the needs of under achieving student groups. (Writing, Inquiry, Collaboration, Organization and Reading)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased opportunity for student learning and content mastery</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CAS, SSA, Teachers &amp; Instructional Aides</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Differentiate and accelerate the instruction for GT and Honor courses while engaging the students in more enrichment opportunities and incorporating defined writing strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased display of critical thinking and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CAS, SSA, Teachers &amp; Instructional Aides</p> <p><b>Funding Sources:</b> Supplemental instructional materials to support GT students - Coordination of Local and State Funds - GT Funds - \$500</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Engage and prepare all staff with instructional strategies to meet the needs of our EL population. (Sheltered Instruction, SI)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased opportunity for student learning and content mastery</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CAS, SSA, Teachers &amp; Instructional Aides</p> <p><b>Funding Sources:</b> Supplemental instructional materials to support EL students - Coordination of Local and State Funds - ESL Funds - \$750</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Review data for students receiving special education services and determine additional support need to improve academic performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Funding Sources:</b> Supplemental instructional materials to support Sp Ed students - Coordination of Local and State Funds - Special Education Funds - \$1,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
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**Goal 3:** Green Junior School, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

**Performance Objective 1:** Determine students that need support with attendance and/or academics in order to provide opportunities that will prepare students to be college, career, or military ready.

**Evaluation Data Sources:** Attendance Reports, Academic Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The Student Support Team will meet to identify students that need additional support through the Student Wellness Interventionist or Communities in Schools staff as well as determine resources to provide the student or the student's parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Improve attendance at Green Junior School to minimum of 96% by creating a campus-wide competition among students and staff for 96% attendance in groups</p> <p><b>Strategy's Expected Result/Impact:</b> improved attendance rate</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselors, Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide accelerated instruction/tutoring for identified at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> Costs for intervention tutors - Coordination of Local and State Funds - SCE Funds - \$10,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide credit recovery options for students as needed through approved software, attendance recovery, and/or creative scheduling to serve needs of students</p> <p><b>Strategy's Expected Result/Impact:</b> improved graduation rates, credits earned, decrease loss of credit due to attendance, etc.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselors, Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>







Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Improve graduation rates for special populations through training opportunities specific to the needs of special populations that will increase engagement in the classroom, study guides, note taking skills, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> improved engagement of all populations and increased performance and success during each grading period</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselors, Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Increase student participation in school activities by developing and creating supportive student clubs, associated with national organizations</p> <p><b>Strategy's Expected Result/Impact:</b> creation of clubs and involvement of students</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselors, Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Green Junior School will provide and maintain a safe, positive learning environment.

**Performance Objective 1:** Green Junior School will provide positive campus atmosphere that reinforces high expectations, promotes school spirit and rewards student accomplishments.

**Evaluation Data Sources:** Discipline reports, Classroom Management Plans





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Supply all students with a EFG planner to assist them with developing skills of time management and skills necessary to properly set-goals and monitor their individualized progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement and ownership in the school experience</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CAS, SSA, Teachers &amp; Instructional Aides</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Engage all students in character lessons intended to provide practical skills to effectively address conflict and support in cultivating a healthy school culture. (Character Strong &amp; PBIS)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement and ownership in the school experience</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, CAS, SSA, Teachers &amp; Instructional Aides</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> PBIS Training for staff throughout the year</p> <p><b>Strategy's Expected Result/Impact:</b> fewer discipline referrals and increased positive student and staff interactions</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselors, Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> All staff will adhere to district and campus discipline management expectations and the student code of conduct 100% of the time when in engaging with campus and district stakeholders during school hours and during school events.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals, and increase in autonomy of staff and students to understand the expectations of everyone on campus during hours of operation.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Staff, Counselors, Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Green Junior School will provide monthly campus activities that promote school spirit and pride. Examples include attendance and grade incentives, display boards to recognize students and their accomplishments as well as teacher accomplishments. Involvement of students and staff in recruitment at Elementary and Junior Schools.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student engagement on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> All campus staff will be trained on how to classroom management strategies, provided resources on identifying issues that warrant a referral in 360 review, and protocols for documenting student behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Providing teachers with tangible resources for addressing student misconduct streamlines the application and implementation process of the code of the conduct, and allows campus stakeholders to understand the function of the code of conduct, their role in implementing it effectively on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, APs, SSA</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> The campus PBIS Team will analyze disciplinary data at each mid-term and end of each grading period to determine efficacy of application of the student code of conduct and identify strengths and weaknesses of campus discipline.</p> <p><b>Strategy's Expected Result/Impact:</b> Minimal discipline issues</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Green Junior School will provide and maintain a safe, positive learning environment.

**Performance Objective 2:** Monitor campus measures to ensure student safety monthly.





**Evaluation Data Sources:** Drill compliance; PBIS Safety Survey

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> All staff will be visible and actively engaged in campus duties each day, week, and month, as assigned. <b>Strategy's Expected Result/Impact:</b> Reduced discipline infractions and increased positive interactions <b>Staff Responsible for Monitoring:</b> Teachers, Staff, Counselors, Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Each room will be expected to prominently display safety posters, evacuation maps, and emergency procedures <b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals <b>Staff Responsible for Monitoring:</b> Students, Teachers, Counselors, Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> All campus stakeholders will be expected to adhere safety protocols in emergency situations [fire, active shooter, and in climate weather] in monthly drills for 100% of the drills. <b>Strategy's Expected Result/Impact:</b> Compliance with district and state standards. <b>Staff Responsible for Monitoring:</b> Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 5:** Green Junior School will recruit, develop, and retain highly effective personnel.

**Performance Objective 1:** Provide support to identified staff including new to the campus and the teaching profession.





**Evaluation Data Sources:** Staff reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide differentiated professional development for teachers based on level of expertise and skill mastery for campus academic.  <b>Strategy's Expected Result/Impact:</b> Teachers having access to the resources and support they need in order to effectively implement instructional strategies that align with campus and district instructional goals.  <b>Staff Responsible for Monitoring:</b> Principal, APs, CAS SSA, and Level Leads.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Monitor new instructional strategies coupled with, videos, and exemplars for implementation of new strategies  <b>Strategy's Expected Result/Impact:</b> Teachers having access to the resources and support they need in order to effectively implement instructional strategies that align with campus and district instructional goals.  <b>Staff Responsible for Monitoring:</b> Principal, APs, CAS SSA, and Level Leads.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Pair new teachers (new to district or campus) with mentor for the first two weeks of school.  <b>Strategy's Expected Result/Impact:</b> retaining 100% of our staff  <b>Staff Responsible for Monitoring:</b> Administrators, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Pair up new teachers (1st year teachers) with appropriate mentors to assist throughout the school year. The mentor and mentee will meet bi-weekly the first semester, and monthly the second semester for the duration of one academic year.  <b>Strategy's Expected Result/Impact:</b> retaining 100% of our staff  <b>Staff Responsible for Monitoring:</b> Administrators, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 6:** Green Junior School will establish and maintain parental and community partnerships in education to enhance student achievement.

**Performance Objective 1:** Engage parents to support student progress in attendance, academics, and behavior.





**Evaluation Data Sources:** Improved student achievement

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Green Junior School will communicate with parents using weekly newsletters, parent emails, SchoolMessenger alerts, web postings, Facebook postings, conferences, etc.  <b>Strategy's Expected Result/Impact:</b> Increased parent involvement  <b>Staff Responsible for Monitoring:</b> Teachers, Counselors, Staff, Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Staff will make contact with parents bi-weekly to inform them of the progress of students, and maintain accurate contact information and documentation of all communication.  <b>Strategy's Expected Result/Impact:</b> completed records checks, correct student records  <b>Staff Responsible for Monitoring:</b> Teachers, Staff, Counselors, Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Green Junior School will host various campus activities for parents, such as grade level meetings, academy meetings, test prep seminars, etc.  <b>Strategy's Expected Result/Impact:</b> Increased parent involvement  <b>Staff Responsible for Monitoring:</b> Teachers, Counselors, Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Green Junior School and Partners in Education will continually work to host campus events and activities  <b>Strategy's Expected Result/Impact:</b> Increased parent involvement  <b>Staff Responsible for Monitoring:</b> Counselors, Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 7:** Green Junior School will provide the technology infrastructure and tools to maximize student achievement.

**Performance Objective 1:** Increase technology proficiency for students.

**Evaluation Data Sources:** Walkthrough data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will be required to routinely integrate technology tools into their lessons with emphasis on iPads and Promethean boards <b>Strategy's Expected Result/Impact:</b> lesson plans with integrated technology and improved student technology proficiency <b>Staff Responsible for Monitoring:</b> Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Campus will have a pre-approved list of apps & software programs to be implemented incrementally in daily instruction. <b>Strategy's Expected Result/Impact:</b> Teacher and students become efficient at using and implementing district approved apps into the <b>Staff Responsible for Monitoring:</b> Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teachers will implement use of trending technology in the classroom, electronic readers, scientific calculators, digital scales, etc. <b>Strategy's Expected Result/Impact:</b> Improved frequency and proficiency with technology tools <b>Staff Responsible for Monitoring:</b> Teachers, Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Green Junior School will provide targeted PD on iPad and Promethean training. <b>Strategy's Expected Result/Impact:</b> Improved frequency and proficiency with technology tools <b>Staff Responsible for Monitoring:</b> Teachers, Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

# Campus Funding Summary

Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5	Supplemental instructional materials to support GT students	GT Funds	\$500.00
2	1	6	Supplemental instructional materials to support EL students	ESL Funds	\$750.00
2	1	7	Supplemental instructional materials to support Sp Ed students	Special Education Funds	\$1,000.00
3	1	3	Costs for intervention tutors	SCE Funds	\$10,000.00
<b>Sub-Total</b>					\$12,250.00
<b>Grand Total</b>					\$12,250.00