

# Grapevine-Colleyville ISD

## Colleyville Elementary

### 2019-2020 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated

GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT



**Colleyville**  
Elementary School

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*"Creating excellent students."*

# Mission Statement

At Colleyville Elementary School we, along with families and community members, are committed to providing a nurturing environment. All children will be challenged and prepared to become skilled problem solvers, effective communicators, collaborators, self-regulated learners and global citizens. Focusing on the whole child, we are also dedicated to fostering confident and compassionate members of society.

## Vision

Colleyville Elementary School provides a nurturing and challenging environment that empowers students to discover their authentic selves and become effective and innovative contributors to society.

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# Goals


## Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

**Performance Objective 1:** Continue to strengthen Dyslexia services at Colleyville Elementary School to ensure appropriate and consistent levels of service for students. [Superintendent Objective 5].

**Evaluation Data Source(s) 1:** Dyslexia schedule of services; teacher, parent and student feedback.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implement a comprehensive Dyslexia education plan to meet the Texas Dyslexia Handbook recommendations with emphasis in identification of students, offering effective research based programs, and yearly professional development.	District Dyslexia Specialists, Campus LIT, Principal, Asst. Principal, Teachers, Learning Liaison.	Testing results, RTI data, Dyslexia surveys/feedback, Dyslexia Simulations, Student Identification				
2) Opportunities will be provided throughout the year to teachers with students receiving Dyslexia services to observe a lesson provided by the LIT.	District Dyslexia Specialists, Campus LIT, Principal, Asst. Principal, Teachers, Learning Liaison.	Teachers deepen their understanding of the Dyslexia services that their students receive. They can then better help implement and practice the strategies learned with the students in the general education classroom.				



100% = Accomplished    → = Continue/Modify    0% = No Progress    X = Discontinue


**Goal 1:** Actively identify and remove barriers that limit access to and opportunity for learning.

**Performance Objective 2:** Students who experience difficulty attaining proficiency receive effective and timely additional assistance (improved identification systems, interventions, resources, and teacher training) to accelerate learning and ensure all student groups achieve their full potential [TEA Requirement].

**Evaluation Data Source(s) 2:** Response to Intervention Data, Domain III Closing the Gaps, PBMAS

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) During PLCs staff members will learn, act and reflect on practices and data that will impact student learning and address the following critical questions directly or indirectly. What do we need students to learn and be able to do? What do we do if they haven't learned it?	Principal, Asst. Principal, Learning Liaison, Lit Specialist, Teachers	Regular use of data during PLCs to guide instruction. Effective instructional plans for small group reteaching.				
2) Teachers will provide high-quality small group instruction and progress monitoring for all students identified as T2/T3 by the campus RTI committee as well as provide T1 intervention for students as needed to achieve grade level expectations.	Principal, Asst. Principal, Learning Liaison, Lit Specialist, Teachers	Students will receive instruction that meets their needs to accelerate instruction.				




100% = Accomplished      → = Continue/Modify      0% = No Progress      X = Discontinue

**Goal 1:** Actively identify and remove barriers that limit access to and opportunity for learning.

**Performance Objective 3:** 90% of CES students in all populations in grades K-5 will demonstrate a year's growth in academics as measured by Aimsweb.

**Evaluation Data Source(s) 3:** Aimsweb reports, student data.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) CES teachers will utilize best instructional practices such as formative assessment, differentiated instruction, strategy groups, and guided reading groups. (At-Risk, GT, LEP, ESL, Eco. Dis., Sp. Ed.)	Principal, Asst. Principal, Teachers, Learning Liaison	DRA2 and Aimsweb end of the year data will show that students met their targeted growth.				
<b>Funding Sources:</b> 199 - State Comp Ed General Fund - 200.00						
2) Teachers in grades K-5 will provide student intervention, enrichment, and extension during daily personalized learning time.	Principal, Asst. Principal, Teachers, Learning Liaison, GT Specialist, LIT.	Students will receive instruction that meets their individual needs.				
3) Teachers in grades K-5 will incorporate the components of reading and writing workshop during their Humanities instruction time.	Principal, Asst. Principal, Learning Liaison, Teachers, Coaches	Increased fidelity of the implementation of reading and writing workshop and it's components.				
<b>Funding Sources:</b> 199 - State Comp Ed General Fund - 250.00						
4) Teachers in K-2 will begin implementation of a explicit phonics instructional program (Foundations) to support students' decoding and encoding skills.	Principal, Asst. Principal, Learning Liaison, Humanities Instructional Coaches and Teachers	Student progress in reading scores and confidence in both reading and writing.				
						


**Goal 1:** Actively identify and remove barriers that limit access to and opportunity for learning.

**Performance Objective 4:** Continue to implement and evaluate a comprehensive and strategic plan to significantly increase the quality of the campus's advanced academics program. [Superintendent Objective 2]


**Evaluation Data Source(s) 4:** Student Goals and Reflection

**Summative Evaluation 4:**

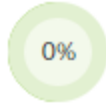
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) During PLCs staff members will learn, act and reflect on practices and data that will impact student learning and address the following critical question directly or indirectly. How will we respond when students already know it?	Principal, Asst. Principal, Learning Liaison, Gifted Specialist, Librarian, Lit Specialist, Counselor, Teachers	The regular use of data during PLCs will guide classroom instruction.				
2) The Gifted Specialist will support implementation of E2 (Enrichment and Extension) to further support personalized learning at CES.	Principal, Asst. Principal, Gifted Specialist, Teachers	Students will receive instruction that meets their individual needs.				
3) 100% of teachers will be provided professional learning through PLCs, workshops, and access to other opportunities that support the instruction of gifted students and increasing the quality of the campus's advanced academics program.	Teachers, Gifted Specialist, Principal, Asst. Principal, Learning Liaison.	Teachers will earn at least six hours of credit towards their GT yearly updates. Teachers will be able to apply their learning to better differentiate for their students in the classrooms.				




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## Goal 2: Design learning environments that support social and emotional well-being.


**Performance Objective 1:** Promote, monitor, and oversee an educational system where every student and district employee is safe and secure, drug-free, and environmentally responsible [Superintendent Objective 6].


**Evaluation Data Source(s) 1:** After Action Plan for all drills/actual events, certifications up-to-date and documented in the Campus Emergency Plan

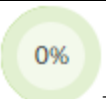
### Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All students will be taught behind a locked door. All exterior doors will remain locked during the instructional day.	Principal, Asst. Principal, Teachers/Staff	Students will demonstrate expectations and procedures while moving through the school building. Doors will not be propped open for any reason.				
2) All staff and students will be trained and will participate in emergency procedures and drills required by the district and the state resembling each emergency situation.	Principal, Asst. Principal, District Personnel, Teachers/Staff	Staff and students will be expected to relocate to their assigned locations when directed by an alarm or administration. Teachers will be prepared with Go Bags and students will be alert and responsive to adult direction.				
3) The Emergency Management Team members will meet quarterly to discuss and review emergency strategies and procedures. Committee members will remain current on certifications such as CPR/AED, First Aid, FEMA, and Standard Response Protocol.	Principal, Asst. Principal, District Emergency Personnel, Teachers/Staff	The staff and students at CES will be prepared in any emergency situation or drill.				



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**Goal 2:** Design learning environments that support social and emotional well-being.


**Performance Objective 2:** Address the needs of students for programs such as suicide prevention, violence prevention, and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].


**Evaluation Data Source(s) 2:** Eduphoria Workshop (Strive), Attendance reports, Discipline Reports


**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All staff will be trained in recognizing signs of suicide and/or self harm in students.	Principal, Asst. Principal, Counselor, Teachers/Staff members	Teachers and staff members have received professional development credit for completing the Suicide Prevention course and exam for FLEX as well as additional training provided by the school counselor on August 15, 2019.				
2) Students will be given the opportunity to earn a "No Tardy Party" by being in their classrooms before the 7:40 a.m. bell every morning of the week.	Teachers, Principal, Asst. Principal, Counselor, Learning Liaison	Students will have 'leaves' displayed on a bulletin board in a common area, recognizing the classes that have been entered in the drawings each week promoting "on time" arrival and preparedness for the school day.				
3) By developing positive relationships in our classrooms, through the use of Restorative Practices and Classroom Circles, teachers will gain more effective use of their instructional time with less interruptions for inappropriate classroom behaviors.	Principal, Asst. Principal, Learning Liaison, Counselor, Teachers	Quantity of discipline referrals will decrease. Students will be more engaged and accountable in the classroom due to the feeling of belonging and community.				



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**Goal 2:** Design learning environments that support social and emotional well-being.

**Performance Objective 3:** All CES staff members will actively monitor and implement support strategies for supporting the social and emotional well being of students.

**Evaluation Data Source(s) 3:** Effectiveness of Character Counts and Classroom Circles on student discipline. Decrease in discipline referrals and bullying investigations.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Campus personnel will be trained and use the district bullying reporting process.	Principal, Asst. Principal, Teachers/Staff, Counselor	CES staff will know the procedures for using the district process. Bullying reports will be done correctly.				
2) CES staff will receive Character Counts training.	Principal, Asst. Principal School Counselor, Teachers/Staff, Character Counts Trainers.	Teachers will feel comfortable using the six pillars from Character Counts on a daily basis while promoting character and good values on campus.				
3) Students and staff will recognize others who are demonstrating the Six Pillars of Character beginning with a Character Counts Kick-off Assembly.	Principal, Asst. Principal, Counselor, Teachers/Staff, Students	Students and staff will recognize acts of character by giving shout outs to others throughout the school year. A CES Character Counts Assembly will be scheduled in the fall.				
4) Utilize Restorative Practices, Classroom Circles and the Six Pillars of Character to reduce misbehavior, bullying and violence among students and improve the overall climate for learning.	Principal, Assistant Principal, Staff, Counselor, Teachers/Staff	All classes will participate in Classroom Circles each day. There will be a decrease on discipline referrals. Weekly character messages will be provided each week on the morning show.				
5) Provide students with experiences that connect to "real world" needs (Red Ribbon Week, Grace food drives, timely community and national charitable causes, etc.)	Principal, Asst. Principal, Teachers/Staff, Counselor, Students, PTA	Lesson plans for Red Ribbon Week, schedule of Red Ribbon Week activities, PTA and CEC minutes, student/teacher/parent feedback forms, calendar of outreach activities				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
6) The counselor will provide students with activities and guidance lessons to develop high self-esteem. During guidance lessons, students will create and set social/emotional goals with action steps. (At-Risk, GT, LEP, ESL, Sp. Ed., Eco. Dis.)	Principal, Asst. Principal, Teachers/Staff, Counselor	A calendar to schedule guidance lessons will be provided to teachers by the counselor.				

### Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

**Performance Objective 1:** CES teachers will receive professional development that increases their understanding of the appropriate uses of multiple assessment measures and the use of assessment results to improve instruction.

**Evaluation Data Source(s) 1:** Improved instruction due to assessments and assessment results driving student instruction.

#### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will receive job-embedded professional learning on administering Aimsweb universal screener and progress monitoring.	Principal, Asst. Principal, Learning Liaison, Teachers	Universal screeners will be correctly administered to all students. Progress monitoring will be effectively utilized for all T2/T3 students.				
2) Professional learning regarding the creation, administration, and analysis of formative assessments will be made available through PLCs, Open Houses, staff meetings and other job-embedded opportunities.	Principal, Asst. Principal, Learning Liaison, District Instructional Coaches, Teachers	Teachers will effectively utilize formative assessments to assess, monitor, and provide targeted instruction to students.				
3) Professional learning related to the implementation and utilization of the results of the DRA2+ and DRA2+ progress monitoring benchmarks will be provided as needed for teachers.	Principal, Asst. Principal, District Instructional Coaches, LIT Specialist, Learning Liaison, Teachers	Effective use of DRA2+ and progress monitoring to improve instruction.				


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**Goal 3:** Create a culture that fosters learning environments that reflect student voice and promote student engagement.

**Performance Objective 2:** All CES instructional staff will be engaged participants in Professional Learning Communities to increase student achievement and engagement.

**Evaluation Data Source(s) 2:** Data driven PLCs with increased reflection on personal teaching practices.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Create a PLC schedule to provide PLC/Extended PLC opportunities for teachers three to four hours per month to analyze data, continually learn, discuss instructional practices, design engaging work for students and develop and monitor progress toward goals. (At-Risk, GT, LEP, ESL, Sp. Ed., Eco. Dis.)	Principal, Asst. Principal, Teachers, Learning Liaison	A PLC schedule will be made that meets the needs of staff and their instructional calendars. Staff feedback will be utilized to create the schedule.				
2) During PLCs staff members will learn, act and reflect on practices and data that will impact student learning and address the four critical questions directly or indirectly. What is it we expect students to learn? How will we know when students have learned it? How will we respond when students don't learn? How will we respond when students already know it? (At-Risk, GT, LEP, ESL, Sp. Ed., Eco. Dis.)	Principal, Asst. Principal, Learning Liaison, Gifted Specialist, Librarian, Lit Specialist, Counselor, Teachers	PLCs will be valuable and data driven. Increased reflection on personal teaching strategies.				
3) PLCs will use qualitative and quantitative data to analyze student performance and adjust instruction. (At-Risk, GT, LEP, Eco. Dis., ESL, Sp. Ed.)	Principal, Asst. Principal, Teachers, Learning Liaison	Data will be analyzed and drive instruction.				
4) During targeted PLCs, teachers will participate in peer visits and provide feedback and reflect on their observations.	Principal, Asst. Principal, Teachers, Learning Liaison	Peer visits will be scheduled and provide teachers with feedback and reflection time.				
						


**Goal 3:** Create a culture that fosters learning environments that reflect student voice and promote student engagement.

**Performance Objective 3:** All CES students will have opportunities to be involved in extra-curricular activities at the elementary level before and after school, as well as be exposed to different extra-curricular opportunities available through the fine arts and athletics programs at the secondary level to increase participation in middle school. [Superintendent Objective 3].


**Evaluation Data Source(s) 3:** Schedule of extra-curricular events that are held at CES.

**Summative Evaluation 3:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All students will experience performances from secondary fine arts programs at various times during the school year.	Principal, Asst. Principal, Counselor, Teachers, Fine Arts teacher, Staff	Middle school and high school fine arts programs will visit/perform for CES students throughout the school year. Schedule of fine arts events on master calendar/schedule.				
2) After-school extracurricular activities will be offered for pay that address the areas indicated as high-interest on the parent survey. (For example: Spanish Club, Chess Club, etc.)	Principal, Staff	Student participation in CES extracurricular activities will increase. Participation rosters will be provided.				
3) The school, along with PTA, will offer extracurricular activities for CES students to participate in. (For example: Running Club, Cowboy Chorale, Student Council, Girls on the Run, Character Club, Art Club, Coding Club, Library Ambassadors, etc.)	Principal, Assistant Principal, Counselor, School staff members that volunteer, PTA volunteers	Student participation in CES extracurricular activities will increase. Participation rosters will be provided.				




= Accomplished



= Continue/Modify



= No Progress




= Discontinue

**Goal 3:** Create a culture that fosters learning environments that reflect student voice and promote student engagement.

**Performance Objective 4:** 100% of CES students in grades K-5 will write personalized learning goals.

**Evaluation Data Source(s) 4:** Students meeting their goals and showing growth throughout the school year.

**Summative Evaluation 4:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) K-5 students will write personalized learning goals and work towards those goals during instructional time and/or personalized learning time. (Cowboy Up Time)	Teachers, Students	Students' goals and progress towards goals.				
2) K-5 teachers and students will review student progress toward their goals at least once each nine weeks.	Teachers, Students	Student goals will be reviewed for progress. The goals will either be continued or new goals will be written depending on the progress. Action steps for reaching goals will be discussed and documented.				
3) Teachers will facilitate construction of meaning for students by developing a culture of trust and respect where students are reflecting on their work as well as others, seeking to pull information and discover knowledge toward mastery, sharing information both formally and informally, and using formative and summative assessment data to reflect on their learning in the future.	Teachers, Principal, Asst. Principal, Learning Liaison	Students are comfortable discussing their progress towards goals and goal setting with others. Students can set goals for themselves based on where they are and where they want to be.				
						

**Goal 3:** Create a culture that fosters learning environments that reflect student voice and promote student engagement.

**Performance Objective 5:** All CES teachers will measure student engagement/success and use this data to improve/guide instruction.

**Evaluation Data Source(s) 5:** Increased student engagement during tiered 1 instruction and student growth.

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Staff will develop a means of assessing student engagement and use the data for instructional improvement.	Principal, Asst. Principal, Learning Liaison, Teachers	Student voice will help teachers assess student engagement. Assessing engagement will become a regular part of classroom instruction, therefore increasing the engagement level and instruction.				
2) Teachers will incorporate formative assessments throughout the learning process to measure student engagement and understanding.	Principal, Assistant Principal, Learning Liaison, and Teachers	Formative assessments will guide the teacher's instruction in order to increase student engagement and the level of understanding.				
3) Students will assess their own learning through formative assessments and their personal goal setting to reflect on their learning and determine future pathways.	Teachers, Students	Formative assessment data, students setting goals for themselves, and students reflecting on their learning and self assessing. (Ex. clear, buggy, muddy)				
						



**Goal 3:** Create a culture that fosters learning environments that reflect student voice and promote student engagement.

**Performance Objective 6:** All teachers will collaborate and focus on designing engaging, differentiated work for students throughout the school year.

**Evaluation Data Source(s) 6:** On T-TESS Dimension 2.4 (Differentiation) all CES teachers will be at a proficient level or higher.

**Summative Evaluation 6:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will focus on designing engaging, differentiated work for students during PLCs, professional learning, planning times, collaboration opportunities, etc.	Principal, Asst. Principal, Teachers, Learning Liaison, Gifted Specialist	Increase T-TESS Dimension 2.4 ratings. Students will receive instruction at their targeted skill level which will result in greater student achievement.				
2) General education teachers will work with the campus Gifted Specialist and Learning Liaison to create and implement more extension and enrichment for students during their Personalized Learning Time.	Teachers, Gifted Specialist, Learning Liaison	Increased number of extension and enrichment activities in the classroom setting.				

100% = Accomplished
 → = Continue/Modify
 0% = No Progress
 ✗ = Discontinue


**Goal 3:** Create a culture that fosters learning environments that reflect student voice and promote student engagement.

**Performance Objective 7:** All teachers will implement "student voice" as a mechanism for receiving feedback throughout the year.


**Evaluation Data Source(s) 7:** Student voice will guide teacher instruction and/or decisions in order to increase student engagement and achievement.

**Summative Evaluation 7:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will increase the use and implementation of student voice in their instructional practices.	Principal, Asst. Principal, Learning Liaison, Teachers	Student voice will guide teacher instruction and/or decisions in order to increase student engagement and achievement. Trust and strong relationships are developed between teacher and students.				
2) CES Staff will collaborate during PLCs and extended PLCs on how student voice is being used and the insights revealed through the student voice process.	Principal, Asst. Principal, Teachers and CES staff	Staff can examine the results of student voice and determine any adjustments that need/can be made to improve instruction and/or engagement levels. Teachers discuss what the data is telling them and how it informs them for future planning.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


**Goal 3:** Create a culture that fosters learning environments that reflect student voice and promote student engagement.

**Performance Objective 8:** CES teachers will design authentic, learner-driven activities and environments that utilize technology to support the curriculum and recognize and accommodate learner variability.

**Evaluation Data Source(s) 8:**

**Summative Evaluation 8:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will participate in multiple opportunities to improve their practice in the effective use of technology by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.	Principal, Asst. Principal, Technician, Digital Coaches, Learning Liaison, Librarian, Teachers	Increased number of learning experiences utilizing technology.				
2) Students will use technology to critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	Principal, Asst. Principal, Learning Liaison, Instructional Technology Coaches, Librarian, Teachers	Increased variety of digital student products and use of digital tools.  Increase in student confidence in using digital tools for learning.				
3) In order to help students think critically and use technology responsibly to learn, create, and participate, CES will implement a schoolwide digital citizenship program utilizing Common Sense Media and complete the process to earn recognition as a Common Sense Media School.	Librarian, Learning Liaison, Teachers, Principal, Assistant Principal	Common Sense Media School Recognition, student completion of digital citizenship lessons, classroom observation of students using appropriate digital citizenship.				



100% = Accomplished    → = Continue/Modify    0% = No Progress    ✗ = Discontinue


## Goal 4: Effectively communicate with targeted audiences.


**Performance Objective 1:** 100% of Colleyville Elementary School Staff will design and update personal websites with general school and individual information meeting the designated requirements provided by the district.


### Evaluation Data Source(s) 1:


### Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) A Campus Website Liaison will be appointed to design and maintain the CES campus website and Campus Activities Calendar	Principal, Assistant Principal, Learning Liaison	Campus website information will be updated and accurate.				
2) The Campus Website Liaison will participate in trainings during the school year and share information with staff on district and campus expectations and provide training for staff as needed.	Principal, Assistant Principal, Learning Liaison	Staff are aware of and are meeting the website expectations.				
3) The CES Campus Website and CES Staff Websites will be updated on an ongoing basis to provide accurate and timely information to parents and the community.	Principal, Assistant Principal, Learning Liaison, CES Staff	Campus website information will be updated and accurate.				



 = Accomplished
 

 = Continue/Modify
 

 = No Progress
 

 = Discontinue


**Goal 4:** Effectively communicate with targeted audiences.

**Performance Objective 2:** 100% of CES professional staff will utilize a variety of media sources to communicate campus news, updates, and school events.


**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Staff members will receive training on the acceptable use of social media.	Principal, Asst. Principal, Teachers	Social media will be used appropriately.				
2) Staff members will use the CES facebook page, Twitter, email, newsletters, Peachjar, websites, and other forms of media while communicating to and sharing with the parents throughout the school year.	Principal, Asst. Principal, Teachers and Staff	Parents will feel like they know what is happening at CES and are aware of weekly activities as they are communicated/shared through different forms of media.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue