

Eagle Mountain-Saginaw Independent School District

Hatley Elementary

2023-2024 Goals/Performance Objectives/Strategies



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Goals

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

(ASPIRE Objective 1;2;3)

Performance Objective 1: 90% of students in Kindergarten - 2nd Grade who score at meeting or above standard on BOY Mclass in _____ will maintain or increase scores as measured in EOY Mclass.

K- phonological awareness

1st- nonsense word reading (letter sounds and decoding)

2nd- passage reading (fluency and accuracy)

HB3 Goal

Evaluation Data Sources: mClass end-of-year assessment

mClass progress monitoring

Mastery of essential standards for reading

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide targeted early literacy intervention using MClass Tutoring , Fountas and Pinnell LLI kits, Heggerty and Literacy Footprints. Strategy's Expected Result/Impact: All students will grow at least one year in their reading skills. Staff Responsible for Monitoring: Teachers, Interventionists, Coach and Administration	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All students will have a data folder to set goals and track their progress in MClass. Data folders will be shared with parents systematically to involve parents in monitoring student progress towards goals. Strategy's Expected Result/Impact: All students will grow at least one year in their reading skills Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Dec	Feb	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Teacher will regularly collaborate with ELAR instructional coaches and campus interventionists in PLCs to analyze student data in relation to learning standards and instructional strategies to assure all students receive high quality instruction and are challenged at appropriate levels. Strategy's Expected Result/Impact: All students will grow at least one year in their reading skills Staff Responsible for Monitoring: Campus Administration Interventionists District Instructional Coaches	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Students identified as not making adequate academic progress will receive support through MTSS via Care Team meetings for RTI Tier 2 and 3, IEP plans and 504 plans. Strategy's Expected Result/Impact: All students will grow at least one year in their reading skills Staff Responsible for Monitoring: Campus Administration Care Team Special Education Teachers 504 Coordinator	Formative			Summative
	Dec	Feb	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Use of reading coach (40%) and reading interventionist (20%) to provide training and support for K-2 teachers , one-on one professional coaching and modeling as needed. Strategy's Expected Result/Impact: Increased teacher proficiency in Tier 1 literacy MClass instruction. Staff Responsible for Monitoring: Coach, interventionist Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.
(ASPIRE Objective 1;2;3)

Performance Objective 2: 80% of all students in Kindergarten - 2nd Grade who score well below or below benchmark on BOY Mclass will reach on level standard in _____ as measured in EOY Mclass.

K- phonological awareness

1st- nonsense word reading (letter sounds and decoding)

2nd- nonsense word reading (letter sounds and decoding)

HB3 Goal

Evaluation Data Sources: mClass end-of-year assessment

mClass progress monitoring

Mastery of essential standards for reading

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide targeted early literacy intervention using MClass Tutoring , Fountas and Pinnell LLI kits, Heggerty and Literacy Footprints. Strategy's Expected Result/Impact: All students will grow at least one year in their reading skills. Staff Responsible for Monitoring: Teachers, Interventionists, Coach and Administration	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize certified staff members on campus to provide additional targeted MClass small group intervention at a minimum of 4 times a week. Strategy's Expected Result/Impact: Smaller, more targeted intervention groups resulting in increased student reading levels Staff Responsible for Monitoring: Enrichment teachers, Teachers, Interventionists, Coach and Administration Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: All students will have a digital data folder to set goals and track their progress in MClass. Data folders will be shared with parents digitally to involve parents in monitoring student progress towards goals. Strategy's Expected Result/Impact: All students will grow at least one year in their math skills. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Dec	Feb	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Teacher will regularly collaborate with math instructional specialists and district instructional coaches in Grade Level PLCs to analyze student data in relation to learning standards and instructional strategies to assure all students receive high quality instruction and are challenged at appropriate levels. Strategy's Expected Result/Impact: All students will grow at least one year in their math skills. Staff Responsible for Monitoring: Campus Administration Campus Interventionists District Instructional Coaches	Formative			Summative
	Dec	Feb	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Students identified as not making adequate academic progress will receive support through MTSS via Care Team meetings for RTI Tier 2 and 3, IEP and 504 plans. Strategy's Expected Result/Impact: All students will grow at least one year in their math skills. Staff Responsible for Monitoring: Campus Administration Care Team Special Education Teachers 504 Coordinator	Formative			Summative
	Dec	Feb	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Use of reading coach (40%) and reading interventionist (20%) to provide training and support for K-2 teachers , one-on one professional coaching and modeling as needed. Strategy's Expected Result/Impact: Increased teacher proficiency in Tier 1 literacy MClass instruction. Staff Responsible for Monitoring: Coach, interventionist Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.
(ASPIRE Objective 1;2;3)

Performance Objective 3: All students in grades Kindergarten - 2nd Grade will make 1 year of growth in Mathematics as measured by iStation ISIP.





Evaluation Data Sources: IStation

Strategy 1 Details	Reviews			
Strategy 1: Teachers will follow the district scope and sequence, post and communicate learning targets, and align all instructional activities and assessments to the respective learning targets. Strategy's Expected Result/Impact: All students will grow at least one year in their math skills. Lesson plans and instructional activities are aligned to the district curriculum. Staff Responsible for Monitoring: Teachers Interventionist Campus Administration	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teacher will regularly collaborate with math instructional specialists and content facilitator in Grade Level and Vertical PLCs to analyze student data in relation to learning standards and instructional strategies to assure all students receive high quality instruction and are challenged at appropriate levels. Strategy's Expected Result/Impact: All students will grow at least one year in their math skills Staff Responsible for Monitoring: Administration District Coach Instructional Specialists	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Students identified as not making adequate academic progress will receive support through MTSS via Care Team meetings for RTI Tier 2 and 3, 504 plans and IEP plans. Strategy's Expected Result/Impact: All students will grow at least one year in their reading skills Staff Responsible for Monitoring: Teachers Interventionists Administration	Formative			Summative
	Dec	Feb	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.
(ASPIRE Objective 1;2;3)

Performance Objective 4: By the end of the 2023-2024 school year, 90% of third, fourth, and fifth grade students will show mastery of their grade level essential standards for reading as measured by campus and district assessments.

Evaluation Data Sources: Campus and district assessments
Interim assessments

Strategy 1 Details	Reviews			
Strategy 1: Frequent progress monitoring of essential standards for reading using test passages and teacher-created assessments. Strategy's Expected Result/Impact: More targeted intervention for students not making sufficient progress Staff Responsible for Monitoring: Teachers Interventionist Coach Administration Title I: 2.4	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implementation of Fundamental Five strategies in all language arts classrooms including, working in the power zone, framing all lessons, reinforcement and feedback, frequent small group purposeful talk, and critical writing. Strategy's Expected Result/Impact: Increased effectiveness of Tier I instruction Staff Responsible for Monitoring: Teachers Coach Administration	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide targeted professional development for our Emergent Bilingual population to staff. Strategy's Expected Result/Impact: Increase in effective Tier 1 ELPS literacy instruction. Staff Responsible for Monitoring: Administration	Formative			Summative
	Dec	Feb	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.
(ASPIRE Objective 1;2;3)

Performance Objective 5: 80% of students in Grade 3 - Grade 5 will score an average of 1.3 on three Short Constructed Responses SCR as measured on the EOY short cycle assessments.

HB3 Goal

Evaluation Data Sources: SCR's on DCA Assessments





Strategy 1 Details	Reviews			
Strategy 1: Teachers across all content areas will focus on utilizing the same RAP strategy to coach students on writing short constructed responses. Strategy's Expected Result/Impact: All students will gain knowledge, skills and practice to write level 2 short constructed responses. Staff Responsible for Monitoring: Teachers Interventionist Coach Administration	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Staff and students will utilize data folders and PDSA to set goals and track their progress in writing short constructed responses. Strategy's Expected Result/Impact: All students will gain knowledge, skills and practice to write level 2 short constructed responses. Staff Responsible for Monitoring: Teachers Interventionist Coach Administration	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will regularly collaborate and calibrate with ELAR instructional specialists and content facilitators in grade level and vertical PLCs to analyze student data in relation to learning standards and instructional strategies. Strategy's Expected Result/Impact: All students will gain knowledge, skills and practice to write level 2 short	Formative			Summative
	Dec	Feb	Mar	June

<p>constructed responses.</p> <p>Staff Responsible for Monitoring: Interventionist Coach Administration</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.
(ASPIRE Objective 1;2;3)

Performance Objective 6: All students in grades 3 - 5 will make 1 year of growth in Reading as measured by iStation ISIP.

Evaluation Data Sources: iStation

Strategy 1 Details	Reviews			
Strategy 1: Teachers will follow the district scope and sequence, post and communicate learning targets, and align all instructional activities and assessments to the respective learning targets. Strategy's Expected Result/Impact: All students will grow at least one year in their reading skills. Lesson plans and instructional activities are aligned to the district curriculum. Staff Responsible for Monitoring: Teachers Interventionist Administration	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teacher will regularly collaborate with ELAR instructional specialists and content facilitator in Grade Level and vertical PLCs to analyze student data in relation to learning standards and instructional strategies to assure all students receive high quality instruction and are challenged at appropriate levels. Strategy's Expected Result/Impact: All students will grow at least one year in their reading skills Staff Responsible for Monitoring: Teachers Coach Interventionist Administration	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Students identified as not making adequate academic progress will receive support through MTSS via Care Team meetings for RTI Tier 2 and 3, 504 plans and IEP plans. Strategy's Expected Result/Impact: All students will grow at least one year in their reading skills Staff Responsible for Monitoring: Teachers Interventionists Administration	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.
(ASPIRE Objective 1;2;3)

Performance Objective 7: By the end of the 2023-2024 school year, 90% of third, fourth, and fifth grade students will show mastery of their grade level essential standards for mathematics as measured by campus and district assessments.

Evaluation Data Sources: Campus and district assessments
Interim assessments

Strategy 1 Details	Reviews			
Strategy 1: Frequent progress monitoring of essential standards for math using ISIP, ST Math and teacher-created assessments. Strategy's Expected Result/Impact: More targeted intervention for students not making sufficient progress Staff Responsible for Monitoring: Teachers Interventionist Coach Administration	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implementation of Fundamental Five strategies in all math classrooms including, working in the power zone, framing all lessons, reinforcement and feedback, frequent small group purposeful talk, and critical writing. Strategy's Expected Result/Impact: Increased effectiveness of Tier I instruction Staff Responsible for Monitoring: Teachers Interventionists Coach Administration	Formative			Summative
	Dec	Feb	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.
(ASPIRE Objective 1;2;3)

Performance Objective 8: By April 12th, 90% of all students will complete 70% or more of their assigned puzzle goal progress in ST Math.

Evaluation Data Sources: ST Math

Strategy 1 Details	Reviews			
Strategy 1: All teachers will receive initial and follow up Tier 1 professional development for ST Math. Strategy's Expected Result/Impact: Increased effectiveness of Tier I instruction Staff Responsible for Monitoring: Interventionist Administration	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Staff and students will utilize data folders, PDSA and a schoolwide progress tracker to set goals and track the student puzzle goal progress. Strategy's Expected Result/Impact: Students who have completed 70% of puzzles will have the grade level knowledge and skills in math to meet expectations on campus and district assessments. Staff Responsible for Monitoring: Teachers Interventionist Administration	Formative			Summative
	Dec	Feb	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.
(ASPIRE Objective 1;2;3)

Performance Objective 9: All students in grades 3 - 5 will make 1 year of growth in Mathematics as measured by iStation ISIP.

Evaluation Data Sources: iStation

Strategy 1 Details	Reviews			
Strategy 1: Teachers will follow the district scope and sequence, post and communicate learning targets, and align all instructional activities and assessments to the respective learning targets. Strategy's Expected Result/Impact: All students will grow at least one year in their math skills. Staff Responsible for Monitoring: Teachers Interventionist Administration	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teacher will regularly collaborate with math instructional specialists and content facilitator in Grade Level PLCs to analyze student data in relation to learning standards and instructional strategies to assure all students receive high quality instruction and are challenged at appropriate levels. Strategy's Expected Result/Impact: All students will grow at least one year in their math skills. Staff Responsible for Monitoring: Teachers Interventionist Administration	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Students identified as not making adequate academic progress will receive support through MTSS via Care Team meetings for RTI Tier 2 and 3, 504 plans and IEP plans. Strategy's Expected Result/Impact: All students will grow at least one year in their math skills. Staff Responsible for Monitoring: Teachers Interventionist Administration	Formative			Summative
	Dec	Feb	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.
(ASPIRE Objective 1;2;3)

Performance Objective 10: By the end of the 2023-2024 school year, 90% of fifth grade students will show mastery of their grade level essential standards for science as measured by campus and district assessments.





Evaluation Data Sources: Campus and district assessments
Interim assessments

Strategy 1 Details	Reviews			
Strategy 1: Frequent progress monitoring of essential standards for science using StemScopes, interim and teacher-created assessments. Strategy's Expected Result/Impact: Targeted instruction and intervention Staff Responsible for Monitoring: Teachers District Content Facilitator Administration	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implementation of Fundamental Five strategies in all math classrooms including, working in the power zone, framing all lessons, reinforcement and feedback, frequent small group purposeful talk, and critical writing. Strategy's Expected Result/Impact: Increased effectiveness of Tier I instruction Staff Responsible for Monitoring: Teachers Interventionists Coach Administration	Formative			Summative
	Dec	Feb	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.
(ASPIRE Objective 4;5;6)

Performance Objective 1: 100% of students, staff, parents, and the community will agree/strongly agree that Hatley is a positive, safe, and nurturing learning environment.





Evaluation Data Sources: Student, Staff, and Parent/Community Surveys

Strategy 1 Details	Reviews			
Strategy 1: With input from student leaders, campus leadership will develop a system for campus-wide Houses in grades Kindergarten - 5th. Strategy's Expected Result/Impact: Clear and sustainable systems will be in place for the operation of a campus-wide house system. Staff Responsible for Monitoring: Campus leadership Team	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: HES will implement a Student Success Academy Program to provide support to students and teachers through systematic Positive Behavior Intervention System PBIS strategies. Strategy's Expected Result/Impact: Reduced discipline referrals Staff Responsible for Monitoring: Campus administration SSA Teacher	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Students identified as not making adequate progress in behavior will receive support through MTSS via Care Team meetings for RTI Tier 2 and 3, 504 plans and IEP plans. Strategy's Expected Result/Impact: Reduced discipline referrals Staff Responsible for Monitoring: Campus administration SSA Teacher	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.
(ASPIRE Objective 4;5;6)

Performance Objective 2: Hatley Elementary School will initiate the WatchD.O.G.S. and M.O.M.S. volunteer program to involve our community campus volunteers for 2023-24.





Evaluation Data Sources: Watch DOGS and MOMS Calendar, Volunteer Log

Strategy 1 Details	Reviews			
Strategy 1: Hatley Elementary School will proactively build partnerships with families and community groups to increase their involvement in and volunteering time and services at school. Strategy's Expected Result/Impact: Positive school -family - community relationships Volunteer hours to support teachers and staff Staff Responsible for Monitoring: Counselor Campus Administration	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Hatley Elementary School will send weekly email newsletter to families and staff members to promote the volunteer program. Strategy's Expected Result/Impact: Families and staff are well informed about volunteering at school. Staff Responsible for Monitoring: Counselor Campus Administration	Formative			Summative
	Dec	Feb	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.
(ASPIRE Objective 4;5;6)

Performance Objective 3: 100% of Hatley Elementary School students will set personalized academic goals that are shared with parents through individual data folders.





Evaluation Data Sources: Evidence of student data folders at K-5.

Strategy 1 Details		Reviews			
Strategy 1: All students will have a data folder to set goals and track their progress in reading and math. Data folders will be systematically shared with parents to involve parents in monitoring student progress towards goals. Strategy's Expected Result/Impact: Families are able to track student's academic progress in reading and math. Staff Responsible for Monitoring: Campus Administration Teachers		Formative			Summative
		Dec	Feb	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.
(ASPIRE Objective 4;5;6)

Performance Objective 4: 100% of Hatley Elementary School staff will set personalized goals for professional growth.

Evaluation Data Sources: Goals are set in Strive

Strategy 1 Details		Reviews			
Strategy 1: 100% of Hatley Elementary School teachers and staff will set personalized goals for professional growth in Strive during BOY conferences and reflect on their growth during their EOY Conferences. Strategy's Expected Result/Impact: Personalized professional growth for all HES staff members. Staff Responsible for Monitoring: Administration		Formative			Summative
		Dec	Feb	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.
(ASPIRE Objective 4;5;6)

Performance Objective 5: 95% of our students will be in attendance during the 2023-2024 school year.

Evaluation Data Sources: PEIMS Student Attendance Report
Skyward Staff Attendance Report





Strategy 1 Details	Reviews			
Strategy 1: Students with Perfect Attendance and no tardies each 9 weeks will be recognized. Strategy's Expected Result/Impact: Improved Attendance Reduced Tardies Staff Responsible for Monitoring: Homeroom Teachers	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers and administration will monitor student attendance. Conferences with parents will be held for chronically absent students. Strategy's Expected Result/Impact: Improved attendance for students chronically absent. Staff Responsible for Monitoring: Campus Administration Homeroom Teachers	Formative			Summative
	Dec	Feb	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.
(ASPIRE Objective 4;5;6)

Performance Objective 6: By the end of year, all components of a Title I campus will be in place, including a written Parent and Family Engagement Plan and School-Parent Compact, and all components of a Title I Campus Improvement Plan.

Evaluation Data Sources: Written documents, agendas, sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Recruit Campus Parent Advisory Council and draft School-Parent Compact and Parent and Family Engagement Plan. Strategy's Expected Result/Impact: Creation of draft documents to establish initial Title I plan for campus Staff Responsible for Monitoring: Administration	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Present drafts of documents at initial annual Title I meeting and make revisions based on input. Strategy's Expected Result/Impact: More parent involvement in creating the plan Staff Responsible for Monitoring: Administration	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Send edited draft to all families through the weekly school newsletter asking for suggestions for final changes. Strategy's Expected Result/Impact: All families will have an opportunity for input Staff Responsible for Monitoring: Administration	Formative			Summative
	Dec	Feb	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Send final copy of Parent and Family Engagement Plan and School-Parent Compact to all families through school newsletter. Distribute compact at fall parent conferences. Strategy's Expected Result/Impact: All families informed of engagement plan and compact Staff Responsible for Monitoring: Administration	Formative			Summative
	Dec	Feb	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Implement family engagement opportunities such as Campus Planning Advisory Committee, Veteran's Day, Grandparent recognition, Falcon Family Night, Watch DOGS and MOMS, etc through out the year. Strategy's Expected Result/Impact: High percentage of Parent engagement on campus. Staff Responsible for Monitoring: Administration Title I: 4.1, 4.2	Formative			Summative
	Dec	Feb	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic processes and procedures that are clearly communicated, monitored, and evaluated.
(ASPIRE 7;8)

Performance Objective 1: Hatley Elementary School will train 100% of students and staff in Safety Procedures outlined in the Campus Emergency Plan.





Evaluation Data Sources: Drill Logs and Reflections
Written Safety Procedures in Campus Emergency Plan

Strategy 1 Details	Reviews			
Strategy 1: Hatley Elementary School will use of the Crisis Go protocols and Standard Response Protocols (SRP) with all staff, including substitutes and participate in safety drills at least once a month as required by state law. Strategy's Expected Result/Impact: Students and staff are well preparedness for emergency drills and actual emergency situations. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Dec	Feb	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic processes and procedures that are clearly communicated, monitored, and evaluated.
(ASPIRE 7;8)

Performance Objective 2: Hatley Elementary School will complete 100% of the required safety drills for the 2023-24 school year.

Evaluation Data Sources: Drill Log

Strategy 1 Details	Reviews			
Strategy 1: Safety drills will be scheduled on the campus calendar and reflective feedback for improvement will be collected after each drill. Strategy's Expected Result/Impact: All required drills will be conducted, effectively preparing students and staff of all emergency situations. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Hatley Elementary School will promote safe and healthy learning environment by providing a focused character education program. Strategy's Expected Result/Impact: Students will feel safe and happy at school. Staff Responsible for Monitoring: Counselor Campus Administration	Formative			Summative
	Dec	Feb	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic processes and procedures that are clearly communicated, monitored, and evaluated.
(ASPIRE 7;8)

Performance Objective 3: 90% of Hatley parents will report on the end-of-year Parent Survey that staff members are responsive to reports of bullying and that bullying is not tolerated.

Evaluation Data Sources: Parent Survey

Strategy 1 Details	Reviews			
Strategy 1: Clear communication of what bullying is through newsletters, parent education opportunities, and conversations Strategy's Expected Result/Impact: A better understanding by families of the difference between bullying and other unkind behaviors Staff Responsible for Monitoring: Administration Counselor	Formative			Summative
	Dec	Feb	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				