

**Irving Independent School District
Clifton Early Childhood School
2021-2022 Campus Improvement Plan**



Mission Statement

The mission of Clifton Early Childhood School is to ensure success for each child.

Vision

The vision of Clifton Early Childhood School is to function as a nurturing Professional Learning Community that collaborates for the common purpose of intentionally modeling

- Respect
- Compassion
- Inclusivity
- Commitment to ensure the success of each child

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Clifton Early Childhood School has a diverse population. Our students must qualify to attend. Students qualify by income, family situation, living situation or if they have a language other than English spoken in the home. All of our students are PK 3 (half day program) & PK 4 (full day program) students who must be three years old or four years old by September 1 of the enrollment year. The demographics of our school allow us to impact the youngest learners in Irving Independent School District. Our population for the 2020-21 school year of students is distributed as outlined below:

Total Enrollment: 362

African American - 34%

Hispanic - 40%

White - 6%

American Indian - .2%

Asian - 18%

Two or more races - 2%

LEP - 56%

29 students in the self contained PPCD classes

5 walk in speech

Demographics Strengths

We have been able to successfully integrate special education students into the general education classroom with Special Education support. The campus has 2 SpEd/ESL dual certified teachers. All teachers on campus are certified to teach ESL or bilingual students. Language and ESL strategies and interventions are built into lessons to increase the vocabulary and language skills of the students. RTI for students with weak language skills is considered and tried before referring for speech evaluation. This process provided immediate help from the Speech Pathologist and reduced the speech referrals because of improvements in students' speech and language from both RTI and from being enrolled in the early childhood setting.

Students at Clifton ECS are exposed to a diversity of cultures, ethnicities, and abilities, which will help prepare them for the future. At least nineteen different languages are spoken in the homes of our students.

An 11:1 ratio is maintained.

Student Achievement

Student Achievement Summary

Clifton ECS strives to provide students with a strong foundation that will lead to a successful transition to kindergarten. For Annual Yearly Progress, Clifton is paired with T. Haley Elementary, which met standard.

The attendance percentage for the 2020-2021 school year was 91.85 %.

The end of year percentages for mastery of skills for the 2020-2021 school year are:

83% of Clifton students were able to use language for different purposes and engage in conversations in appropriate ways as reported on the Oral Language Assessment report.

72% of PK3 students mastered Language and Reading standards as reported on the PK3 Competency Sheet.

87.5% of PK3 students mastered Math standards as reported on the PK3 Competency Sheet.

77% of PK4 students mastered Language and Reading standards as reported on the PK4 Report Card

82% of PK4 students mastered Math standards as reported on the PK4 Report Card.

Student Achievement Strengths

The staff at Clifton ECS work diligently to implement rigorous developmentally appropriate lessons to meet the needs of the whole child. The lessons include small groups, hands-on work stations, and independent learning. The beauty of working with the young child is that they are learning from their entire environment all the time. Every encounter in their environment is new and filled with opportunities for learning. Students at this age learn by doing, and this stands as the fundamental method of teaching and learning at Clifton.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Seventeen percent of students did not master the Oral Language Goal **Root Cause:** Authentic communication has been limited due to Covid restrictions prior to starting school.

Problem Statement 2: Less than ninety percent of students mastered language, reading, and/or math standards as reported on the PK3 Competency Sheet and PK4 Report Card. **Root Cause:** Limited exposure to instruction due to Covid restrictions (virtual learning, absenteeism, SEL concerns, etc...).

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate

Clifton ECS results from the 2020-2021 staff survey were:

High Standards and Expectations: 97% agree

Principal Communication: 94% agree

Faculty Relations: 94% agree

Support/Respect: 94% agree

According to the 2018-2019 Parent Survey:

93% felt that it was just the right amount of messages from School Messenger

93% of the parents are satisfied with the communication they received from Social Media

School Culture and Climate Strengths

Based on the 18-19 parent survey, our parents are satisfied with the culture and climate of the campus and feel welcome when they come into the building. They are happy with the amount of communication they receive from the campus (teacher, office, counselor), and the praise their child receives at school.

Based on the 2020-2021 Staff Climate Survey, staff members enjoy working at Clifton and feel that the school has high expectations for students. They collaborate well with each other and the administrators are available to listen to concerns. The staff feels that they know what is expected of them and that the principal has confidence in their teaching ability.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All staff members are certified and meet the highly qualified standards.

Additional PK4 classes were added to meet the needs of the community.

Our staff continues to work as a Professional Learning Community, learning and growing together to be the best teachers possible for our students. There is traditionally very little turnover. Attendance rates for staff are good overall, with individuals experiencing problems in this area being addressed as needed. Our Guiding Coalition is used to facilitate our programs within the school, with this group functioning as a school wide leadership team as well. Ongoing professional development is embedded into our meeting structures and Collaborative Teacher Team meetings are held regularly to address ongoing instructional needs. Teachers are evaluated using the T-TESS system, and teachers in need of assistance are addressed in a supportive and timely manner.

Staff Quality, Recruitment, and Retention Strengths

Clifton ECS met the performance objective of retaining 95% of all teachers and paraprofessionals meeting the definition of Highly Qualified.

Both professional and paraprofessional staff have the opportunity to receive professional development opportunities. These trainings enhance the teaching and learning that is happening in each classroom. Teachers are able to collaborate through engaging in the PLC process, per grade level and content area. Instructional aides are also able to receive specialized training to address such academic areas as the Social and Emotional development, technology, etc..

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

District written curriculum is implemented in the PK4 classrooms with SAVVAS as the main resource. Frog Street 3 is provided as the PK3 curriculum and resource.

Collaborative planning and assessment of the resources take place often during the school year to ensure that quality instruction is taking place in the classrooms. The additions to the curriculum should help teachers with narrowing down which resources to use to teach the concepts and skills listed on the scope and sequence.

Teachers meet with their Collaborative Teacher Teams to analyze the standards being taught and assessed per six weeks. They take that information to purposeful planning meetings where they work collaboratively to plan instruction to best meet the needs of their students.

Curriculum, Instruction, and Assessment Strengths

A wealth of resources and a comprehensive curriculum are strengths for our campus because of the scope of the lessons and activities. Classroom walkthroughs are used to determine the areas of instruction that needs to be strengthened.

Parent and Community Engagement

Parent and Community Engagement Summary

At Clifton, open communication is a priority and we historically have accomplished this task through face to face parent meetings as needed, Peachjar, monthly newsletters and our daily folder. We have also sponsored several academic nights where the focus is on connecting parents with their children in a fun academic setting. We also communicate with parents through the district's School Messenger to ensure that important news reaches all student homes. We also make sure that all communication sent home is sent in both English and Spanish. Our website has been designed to be user friendly and serve as another means of communication. Our Instructional Technology Specialist/Librarian has also created Instagram, Twitter, and Facebook pages for Clifton. Clifton actively communicates with parents through the online tool SeeSaw.

Due to Covid 19, face to face parent classes and meetings have been suspended for the time being.

Parent and Community Engagement Strengths

The ARK (Adults Relating to Kids) and CPRT (Child Parent Relationship Training) classes have been successful. The Parent Center has received the Superintendent Seal of Excellence Award because of the campus' commitment to parent education and the parents' volunteer work. Evening events were successful with high attendance rates before COVID. The students enjoyed the activities while the parents gained knowledge of how to help their child at home. The events also provided quality time for the families to spend together. Money was budgeted and spent on these evening activities so that parents had materials to take home and use with their children.

School Context and Organization

School Context and Organization Summary

Professional Learning Communities are an integral part of the school and our organization to maximize student learning. Although our data points are based on learning at a local level, we analyze student data to monitor and adjust instruction as needed. Our primary job is to get our earliest learners ready to be successful in kindergarten and beyond, whether that is a general education setting, a self-contained special education setting, or anything in between. We fully understand that closing the learning gaps is important in preparing students for success. All students are expected to be CCMReady.

School Context and Organization Strengths

Clifton teachers collaborate as teams to ensure student success. Teachers have gained ownership and provided meaningful input through committees and open meetings on ways to improve campus operations and instruction.

Technology

Technology Summary

At Clifton, teachers have access to many of the latest technology tools to teach our students for a world beyond what we know now. Each teacher has access to his/her own laptop computer, iPad, and interactive Viewboard to use with their students. We support technology with the Instructional Technology Specialist (also our librarian) and our Campus Technician (shared between the three EC schools.)

Technology Strengths

We are 1:1 with technology devices. Each staff and student has access to devices to be checked out and used in class as well as home.

Ipads in the classroom are a strength. Students are naturally drawn to the ipads and the touch screen technology is much easier for them than the computers involving mouse work. There are many apps available to increase rigor and creativity in the classroom.

Professional Development Implementation

Priority Problem Statements

Problem Statement 1: Seventeen percent of students did not master the Oral Language Goal

Root Cause 1: Authentic communication has been limited due to Covid restrictions prior to starting school.

Problem Statement 1 Areas: Student Achievement

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)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Goals

Goal 1: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 26.7% to 39% by 2024.





Performance Objective 1: 85% of PK4 students will be on track in early emergent reading guidelines as assessed and reported on the CLI Circle assessment in the areas of vocabulary, letter naming, and phonological awareness, as well as assessed and reported on the PK4 report card.

85% of PK3 students will be able to use oral language for different purposes and engage in conversations in appropriate ways as reported on the PK3 Competency Report, and Oral Language Assessment Report.

Evaluation Data Sources: 2020-2021 CLI Circle report
 PK3 Competency Report
 PK4 Report Card

Strategy 1 Details	Reviews			
<p>Strategy 1: Facilitate district and campus level Professional Learning Communities that address student needs to build capacity among teachers and use data to make instructional decisions. PLCs will use student performance, CLI Circle, and Essential Skills data to shape discussion of strategies to increase student performance. Individual teacher data talks will take place throughout the year focusing on student data and intervention/extension strategies.</p> <p>Strategy's Expected Result/Impact: 85% mastery of objectives in reading and writing as reported on the CLI Circle report, PK4 Report Card, Oral Language Assessment Report, and the PK3 competency report. Student and campus goals will be set and monitored each six weeks to reach the end of year goal of 85%.</p> <p>Staff Responsible for Monitoring: Teachers Academic Specialist Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 2 Details	Reviews			
<p>Strategy 2: Facilitate Professional Learning Communities that focus on active engagement strategies that will improve students' emergent reading and language skills.</p> <p>Strategy's Expected Result/Impact: 85% mastery of objectives in reading and language as reported on the CLI Circle report, PK4 Report Card, Oral Language Assessment Report, and the PK3 competency report. Student and campus goals will be set and monitored each six weeks to reach the end of year goal of 85%.</p> <p>Staff Responsible for Monitoring: Teachers Academic Specialist Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Journals - 199 - General Funds - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase vocabulary and language for general education, ELL, and Special Education students through total physical response activities, music and movement, and language development through implementation of the district curriculum, Seven Steps implementation, and use of language instructional strategies.</p> <p>Strategy's Expected Result/Impact: 85% mastery of objectives in reading and language as reported on the CLI Circle report, PK4 Report Card, Essential Skills Data, Oral Language Assessment Report, and the PK3 competency report. Student and campus goals will be set and monitored each six weeks to reach the end of year goal of 85%.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Facilitate purposeful planning/PLC time to increase teacher understanding of curriculum, increase rigor, and high level questioning in the classroom and to analyze data and collaborate to improve student success.</p> <p>Strategy's Expected Result/Impact: 85% mastery in all assessed areas of the CLI Circle and PK3 Competency report, specifically the literacy objectives.</p> <p>Staff Responsible for Monitoring: Teachers Academic Specialist ITS Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide parental supports including resources such as Ready Rosie and/or SAVVAS/Frog Street Family Engagement activities, and classes to increase literacy activities that take place in the home.</p> <p>Strategy's Expected Result/Impact: 85% mastery in all assessed areas of the CLI Circle and PK3 Competency report, specifically the literacy objectives.</p> <p>Staff Responsible for Monitoring: Teachers Counselor Administrator</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Materials for parent classes and Literacy Night - 199 - General Funds - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 26.7% to 39% by 2024.

Performance Objective 2: Develop teachers and instructional assistants with continued professional development to meet the needs of our students with a focus on reading and language skills.





Evaluation Data Sources: 2021-2022 CLI Circle Report, PK3 Competency Report, and Eduphoria Reports, TTESS Data,

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide ongoing professional development that focuses on Early Childhood reading and language skills.</p> <p>Strategy's Expected Result/Impact: Increase in research based strategies used in lessons as documented in walkthroughs as well as 85% mastery of reported reading and language skills.</p> <p>Staff Responsible for Monitoring: Academic Specialist Coordinator Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF</p> <p>Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - General Funds - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Math from 20.4% to 49% by 2024.

Performance Objective 1: 85% of students will demonstrate mastery of math guidelines as reported on CLI Circle Assessment, PK4 Report Card, and PK3 Competency Sheet.





Evaluation Data Sources: 2021-2022 CLI Circle Report, PK4 Report Card, and PK3 Competency Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase the use of academic conversation and application of critical thinking skills in math through observation, student demonstration, student academic conversation, walk through data, and increased mastery of skills assessed and reported on the CLI Circle assessment, PK4 Report Card and the PK3 Competency Report.</p> <p>Strategy's Expected Result/Impact: Anecdotal data from walk-throughs, observation, and 85% mastery of math skills assessed and reported on CLI Circle assessment, PK 4 Report Card and the PK3 Competency Report.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use of manipulatives to provide hands-on experiences to provide students a conceptual frame-work in order to make connections to math concepts at differentiated levels for all learners.</p> <p>Strategy's Expected Result/Impact: Anecdotal data from walk-throughs, observation, and 85% mastery of math skills assessed and reported on CLI Circle assessment, PK4 Report Card and the PK3 Competency Report.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Math from 20.4% to 49% by 2024.

Performance Objective 2: Develop teachers and instructional assistants with continued professional development to meet the needs of our students with a focus on math skills.

Evaluation Data Sources: 2020-2021 CLI Circle Report, PK3 Competency Report, and Eduphoria Reports, TTESS Data





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide ongoing professional development that focuses on Early Childhood skills.</p> <p>Strategy's Expected Result/Impact: Increase in research based strategies used in lessons as documented in walkthroughs as well as 85% mastery of reported math skills.</p> <p>Staff Responsible for Monitoring: Academic Specialist Coordinator Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF</p> <p>Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> <p>Funding Sources: Staff Training - 199 - General Funds - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: In Irving ISD, we will increase overall CCMR Meets from 60% to 75% by 2024.

Performance Objective 1: Improve student attendance to 97% Exemplary Attendance as defined by the District Improvement Plan by increasing by 0.5% each school year.

Evaluation Data Sources: 2020-2021 and 2021-2022 attendance rate reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide incentives for students with perfect attendance each six weeks and the end of the year including free dress, prize machine tokens, and a medal for perfect attendance.</p> <p>Strategy's Expected Result/Impact: Campus attendance will increase from 91.85% to 92.35%</p> <p>Staff Responsible for Monitoring: Teachers Administrators Attendance Clerk</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - General Funds - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide information about the importance of attendance at registration, Meet the Teacher, and parent conferences. Tips on how to keep children healthy will be included in the announcements.</p> <p>Strategy's Expected Result/Impact: Campus attendance will increase from 91.85% to 92.35%.</p> <p>Staff Responsible for Monitoring: Attendance Clerk Counselor Teachers Nurse Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - General Funds - \$500</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Contact parents through phone calls, letters home, and conferences focusing on attendance. Conduct parent conferences and meetings with the attendance administrator for students with excessive absences.</p> <p>Strategy's Expected Result/Impact: Campus attendance will increase from 91.85% to 92.35%. Decrease in absences for students with excessive absences.</p> <p>Staff Responsible for Monitoring: Attendance Clerk Teachers Attendance Officer Administrator</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: In Irving ISD, we will increase overall CCMR Meets from 60% to 75% by 2024.

Performance Objective 2: 100% of students and staff will feel safe, have a drug and weapon free school, and have a sense of belonging at school.

Evaluation Data Sources: 2020-2021 staff climate survey and parent survey
Freedom From Bullying Lessons
SEL Curriculum

Strategy 1 Details	Reviews			
<p>Strategy 1: Use Second Step, and Conscious Discipline resources/materials and strategies to instruct students in self regulation of their behavior. Implement Brain Smart Start at the beginning of each class</p> <p>Strategy's Expected Result/Impact: Observation of program strategies (Brain Smart Start, Second Step, Breathing Strategies) used in the classroom and documented in lesson plans and PLC agendas/documentation.</p> <p>Staff Responsible for Monitoring: Teachers Counselor Administrator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff will review the Clifton Crisis Plan and the Standard Response Protocol. SRO will conduct one crisis drill a year and the campus will conduct all other drills regularly.</p> <p>Strategy's Expected Result/Impact: Excellent rating on crisis drills. All drills completed in the time that is expected (fall/spring/once a month).</p> <p>Staff Responsible for Monitoring: Crisis Team SRO</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize radios in emergency situations aligned to the mandatory SRP training from SRO</p> <p>Strategy's Expected Result/Impact: Excellent rating on crisis drills</p> <p>Staff Responsible for Monitoring: Staff SRO Administrators</p> <p>Funding Sources: Radios - 199 - General Funds - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: All staff members will receive training on Cultural Intelligence, Bullying Awareness, and Drug and Alcohol Awareness. Teachers will use Second Step curriculum to teach safety and making safe choices.</p> <p>Strategy's Expected Result/Impact: 100% of staff receive training</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				