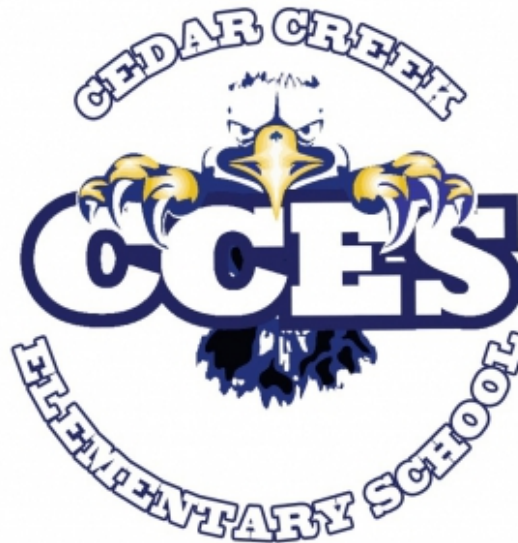# Bastrop Independent School District

Cedar Creek Elementary

2022-2023 Goals/Performance Objectives/Strategies

Mission Statement

Cedar Creek Elementary supports the academics, social, and emotional development of all students and is committed in building a culture of high expectations for all.

Vision

We will create a community of learners who are empowered to reach high levels of academic success, fostered by an environment that is creative, collaborative, connected, and cooperative.

Core Beliefs

We Believe That....

- Family is the foundation that supports the development of the individual and the community.
- Respect for other and self is shown through attitude and action.
- Appreciation for diversity strengthens our community.
- Investment in optimism leads to success.
- Service to others builds community and personal growth.
- Collaboration and team work enrich outcomes.
- Commitment and strong work ethic are valued qualities.
- A Culture of high expectations is a commitment to our future.
- Positive character produces positive actions.

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Goals

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 1: Strategic Priority: BISD will address the social, emotional, and behavioral needs of all students through high-quality Multi-Tiered Systems of Support.
Aligned Performance Objective: Implement Social Emotional Learning (SEL) curricular resources focused on building community within our classrooms, addressing students' social and emotional needs, and teaching stress management techniques

   Evaluation Data Sources: Observational data, Brag Board data, Discipline data, other campus data source, RTI data

Strategy 1 Details	Formative Reviews		
Strategy 1: The MTSS team will meet to review and update current campus expectations for all common areas of the campus to include safe, respectful and responsible actions stated in a positive manner.	**Formative**		
	Nov	Feb	Apr
Strategy's Expected Result/Impact: By the end of the first nine weeks, all classrooms will have safe, respectful and responsible expectations in place. Staff will continue to monitor, improve and celebrate growth on campus. **Staff Responsible for Monitoring:** MTSS Coach, MTSS Team, AP			

Strategy 2 Details	Formative Reviews		
Strategy 2: MTSS coach, counselor guidance lessons and district affiliated resources for targeted social skills	**Formative**		
	Nov	Feb	Apr
Strategy's Expected Result/Impact: Social groups will be built, monitored, adapted to meet the varying needs of students as identified through discipline, DBRC, teacher and parent input. **Staff Responsible for Monitoring:** MTSS Coach, AP, Counselor, CIS Case Manager			

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement campus training resources to ensure meaningful and timely training on MTSS best practices	**Formative**		
	Nov	Feb	Apr
Strategy's Expected Result/Impact: Coaching, training and support for staff will be provided to build staff efficacy. Internal rewards will implemented classroom and campus wide for brag board completion and goal completion.			

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

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 2: Strategic Priority: BISD will identify work/life skills most important for students to know and create a framework for implementing them.
Aligned Performance Objective: Increase students' positive self perception of self-management and growth mindset skills

 Evaluation Data Sources: Panorama SEL student surveys administered two times per year, observational data, discipline data, Emergent Tree campus reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Create a plan to address Social Emotional Learning teacher and student survey data through MTSS committee and out to school	**Formative**		
Strategy's Expected Result/Impact: Tier 1 Second Step curriculum taught with fidelity. Staff development and Emergent Tree coaching will build staff capacity . **Staff Responsible for Monitoring:** Counselor, MTSS Coach, AP	Nov	Feb	Apr

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct campus investigations and restoratives that promote and support a safe and orderly learning environment	**Formative**		
Strategy's Expected Result/Impact: Discipline data and walkthrough data will reflect ongoing systems for safe and orderly learning environments.	Nov	Feb	Apr

Strategy 3 Details	Formative Reviews		
Strategy 3: Regular review of campus discipline dashboard to identify trends, disproportionality, and possible adaptations	**Formative**		
Strategy's Expected Result/Impact: Discipline data, campus wide training of behavior matrix , and administrative and teacher leaders reflectively set goals that decrease disproportionate disciplinary practice and support restorative classroom and campus practices. **Staff Responsible for Monitoring:** Campus Leadership Team, Team Leaders	Nov	Feb	Apr

Strategy 4 Details	Formative Reviews		
Strategy 4: Progress monitoring and data reviews 4-6 weeks for students in behavior RTI/CBS	**Formative**		
Strategy's Expected Result/Impact: Teams will use Panorama, discipline and anecdotal data to identify Tier 2 and 3 students, provide leveled supports, review progress to ensure every student is provided with tools necessary for strong social emotional health **Staff Responsible for Monitoring:** RTI Lead, MTSS Coach, AP	Nov	Feb	Apr

Strategy 5 Details		Formative Reviews		
Strategy 5: Plan student events, awards, and training that support anti-bullying, growth mindset and being safe, respectful and responsible at all times		**Formative**		
		Nov	**Feb**	**Apr**
Strategy's Expected Result/Impact: Students will feel safer in school, evidence of bullying and other disciplinary infractions will decrease **Staff Responsible for Monitoring:** MTSS Team, Counselor				

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

Goal 1: Student Success and Well-Being: We will support skill-building opportunities that encourage responsible choices and adaptable competence.

Performance Objective 3: Strategic Priority: BISD will develop systems and structures that value student ownership of their academic and behavioral success. Aligned Performance Objective: Increase the percentage of students at Meets Grade Level on STAAR Math from 18% to 28% and STAAR Reading from 28% to 40%

    Evaluation Data Sources: 2023 Accountability Data, AT data, Mock STAAR Data, Formative assessment data, BAS Reading Level Data, Amplify data

Strategy 1 Details	Formative Reviews		
Strategy 1: Supplemental resources used to provide online readers and leveled reading books that support Guided Reading and phonics based reading instruction	**Formative**		
	Nov	**Feb**	**Apr**
Strategy's Expected Result/Impact: Increased on level, interest based reading material in classrooms. Better support Guided Reading and intervention activities. **Staff Responsible for Monitoring:** Instructional Coaches, Guiding Coalition leads			

Strategy 2 Details	Formative Reviews		
Strategy 2: Solicit input from campus instructional leaders on grade-appropriate and feasible academic and behavioral measures for individual student goal setting	**Formative**		
	Nov	**Feb**	**Apr**
Strategy's Expected Result/Impact: Increased performance in reading and math as measured in data meetings, individual student conferences, campus wide monitoring and celebrating achievement and growth **Staff Responsible for Monitoring:** Guiding Coalition leads, Administration, Instructional Coaches			

Strategy 3 Details	Formative Reviews		
Strategy 3: Build capacity in all campus teams to implement and facilitate effective PLC structures	**Formative**		
	Nov	**Feb**	**Apr**
Strategy's Expected Result/Impact: PLC agendas, lesson plan reviews, SMART goal planning, monitoring and reflection, walkthrough data will reflect effective structures for improving student learning implemented campus wide **Staff Responsible for Monitoring:** Guiding Coalition, Administration, Instructional Coaches			

Strategy 4 Details	Formative Reviews		
Strategy 4: Implement supplemental intervention resources such as Think UP math and ELAR	**Formative**		
	Nov	**Feb**	**Apr**
Strategy's Expected Result/Impact: Tutoring and small group data will show growth in STAAR based problem solving and higher order thinking skills **Staff Responsible for Monitoring:** AP, ICs			

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide training and coaching for vocabulary instruction and sheltered instruction strategies through Seilditz and MCP coaching	Formative		
Strategy's Expected Result/Impact: MOCK, AT, STAAR, CFAs will show student growth in academic vocabulary and comprehension skills **Staff Responsible for Monitoring:** Guiding Coalition, Administration, Instructional Coaches	Nov	Feb	Apr

Strategy 6 Details	Formative Reviews		
Strategy 6: Implement campus wide reading growth goal that ensures strong reading instructional strategies are implemented, monitored and systematized	Formative		
	Nov	Feb	Apr
Strategy's Expected Result/Impact: 75% of all students will grow at least one level in reading in grades K-4. 75% of all Pre-K students will master the three essential reading based guidelines identified by district **Staff Responsible for Monitoring:** Grade level teams, Instructional Coaches, Instructional Leadership Team			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 1: Strategic Priority: BISD will develop and implement comprehensive teaching and learning practices to advance the academic achievement of every student.
Aligned Performance Objective: Increase the percentage of students in grades PK-2 performing on or above grade level in reading from XX% to XX%.

    Evaluation Data Sources: Amplify, iStation, Instructional Reading Level Checkpoints, BAS scores, SMART goals, walkthroughs

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement an explicit, systematic phonics routine in grade K-2 classrooms.	**Formative**		
Strategy's Expected Result/Impact: Tier 1 phonics instruction is embedded in all schedules and incorporated into small and intervention group instruction in both English and Spanish	**Nov**	**Feb**	**Apr**
Staff Responsible for Monitoring: GC leads, Instructional Coaches, Early Lit RTI teacher			

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement small group instruction in grade K-2 classrooms that focuses on transferring explicit phonics skills.	**Formative**		
Strategy's Expected Result/Impact: Tier 1 and Tier 2 small group instruction will provide needs based phonics instruction using best practices as measured by MCLASS and BAS growth data.	**Nov**	**Feb**	**Apr**
Staff Responsible for Monitoring: Classroom teachers, Early Lit RTI teacher, Administration			

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement a reading achievement tracking system and goal setting, monitoring	**Formative**		
Strategy's Expected Result/Impact: CCE will implement campus wide SMART goal, data tracking and student goal setting for BAS and Amplify growth	**Nov**	**Feb**	**Apr**
Staff Responsible for Monitoring: Instructional Leadership Team			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide coaching for PLC teams in grades PK-2nd to monitor and intervene on BISD Essential Standards.	**Formative**		
Strategy's Expected Result/Impact: Learning walks, leadership walkthroughs, data meetings and ongoing data based conversations around instructional strategies to on BISD Essential Standards will reflect student growth in mastery of Essentials Standards. SMART goals and learning stations will be based on Essential Standards and identified best instructional practices.	**Nov**	**Feb**	**Apr**
Staff Responsible for Monitoring: Instructional Coaches, RTI Early Lit teacher, campus and district leadership			

Strategy 5 Details	Formative Reviews

Strategy 5 Details	Formative Reviews		
Strategy 5: Implement strong reading stations that support current learning and spiral through Essential Standard Learning, academic vocabulary review and writing	**Formative**		
	Nov	**Feb**	**Apr**
Strategy's Expected Result/Impact: Spiral review will support learning/mastery of Essential Standards, focus on application of vocabulary and expand the claim, cite, cement model **Staff Responsible for Monitoring:** Instructional Coaches			

0% **No Progress**   100% **Accomplished**   ➡️ **Continue/Modify**   ❌ **Discontinue**

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 2: Strategic Priority: BISD will promote a collaborative and adaptable learning environment that gives students opportunities to excel and take risks with their learning.
Aligned Performance Objective: Emergent Bilingual, Special Education, and Economically Disadvantaged students will meet Closing the Gaps targets for STAAR Math and Reading

 Evaluation Data Sources: 2023 Accountability Data, MClass Data, System 44 data

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide support for classroom co-teach models specifically focused on small groups, stations, and parallel teaching	**Formative**		
Strategy's Expected Result/Impact: Growth in student learning for students being served in special education. Increase in staff efficacy for differentiated instructional strategies	**Nov**	**Feb**	**Apr**

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement Simultaneous Word Study structures to support English language proficiency of Emergent Bilingual students	**Formative**		
Strategy's Expected Result/Impact: Increase in listening, speaking, reading, writing scores for emergent bilingual students on TELPAS assessment	**Nov**	**Feb**	**Apr**
Staff Responsible for Monitoring: AP, Principal, Guiding Coalition			

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement coordinated and proactive structures to address intervention and/or enrichment for all students	**Formative**		
Strategy's Expected Result/Impact: All students will be provided with appropriate support and intervention bringing growth in student learning and language acquisition	**Nov**	**Feb**	**Apr**
Staff Responsible for Monitoring: Principal, AP, RTI teachers			

Strategy 4 Details	Formative Reviews		
Strategy 4: Train and support bilingual exception teachers to ensure best instructional practices are being utilized with language learners	**Formative**		
Strategy's Expected Result/Impact: Students in bilingual exception classes will grow at similar rates to their peers in bilingual and monolingual classes	**Nov**	**Feb**	**Apr**
Staff Responsible for Monitoring: Principal, AP, district bilingual designee			

Strategy 5 Details	Formative Reviews		
Strategy 5: Implement technology to reinforce concepts learned in class and prepare students in 21st century learning	**Formative**		
Strategy's Expected Result/Impact: Stronger digital literacy skills for all students	**Nov**	**Feb**	**Apr**
Staff Responsible for Monitoring: AP			

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

Goal 2: Teaching and Learning Practices: We will implement innovative strategies to facilitate ownership of academic mastery for all learners.

Performance Objective 3: Strategic Priority: BISD will enhance professional learning with opportunities for teachers to visit/observe model classrooms that successfully blend the teaching of academic content, practical work skills, and critical thinking.

Aligned Performance Objective: Increase training and coaching on implementing the teaching and learning strategies of academic conversations, explicit vocabulary instruction, and higher order thinking questions for all grades levels and content areas

Evaluation Data Sources: Training resources, observational data, T-TESS data

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide training and ongoing support for the effective use of techniques that encourage critical thinking skills, differentiation, and scaffolded supports.	Formative		
	Nov	Feb	Apr
Strategy's Expected Result/Impact: Higher levels of teacher efficacy leading to higher levels of student learning and greater sense of accomplishment **Staff Responsible for Monitoring:** Instructional Leadership Team			

Strategy 2 Details	Formative Reviews		
Strategy 2: Create a structure for cross-campus peer observation of Big 3 strategies	Formative		
	Nov	Feb	Apr
Strategy's Expected Result/Impact: Learning walks and modeling will improve teacher effectiveness which will lead to higher levels of students learning **Staff Responsible for Monitoring:** Guiding Coalition, ICs			

Strategy 3 Details	Formative Reviews		
Strategy 3: Create a focused, year-long plan for implementation and monitoring of the Big 3	Formative		
	Nov	Feb	Apr
Strategy's Expected Result/Impact: Systematized professional development, coaching and growth for all levels of teachers and paraprofessionals **Staff Responsible for Monitoring:** Instructional Leadership Team			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide explicit training, coaching, and monitoring of bilingual exception teachers n sheltered instructional strategies that support the BIG 3	Formative		
	Nov	Feb	Apr

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

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 1: Strategic Priority: BISD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.
Aligned Performance Objective: Student attendance will increase from 91.92% to 94%

Evaluation Data Sources: Skyward reports, PEIMS attendance reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Create a written campus attendance action plan	**Formative**		
Strategy's Expected Result/Impact: Less chronic absence/truant students	**Nov**	**Feb**	**Apr**
Staff Responsible for Monitoring: AP, Attendance Team			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide training to Campus staff on the district's procedures to address attendance requirements	**Formative**		
Strategy's Expected Result/Impact: Staff participation in attendance recovery process, partnership with parents, accountability for communication and reporting	**Nov**	**Feb**	**Apr**
Staff Responsible for Monitoring: AP, Attendance Team			

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement a written process for truancy prevention to monitor students with chronic absences or who are at high risk for not meeting attendance requirements	**Formative**		
Strategy's Expected Result/Impact: Lower truancy rates, provide recovery processes for missed instructional hours	**Nov**	**Feb**	**Apr**
Staff Responsible for Monitoring: AP, Attendance Team			

Strategy 4 Details	Formative Reviews		
Strategy 4: Use the PBIS model to provide positive reward based incentives for all students that supports strong attendance	**Formative**		
Strategy's Expected Result/Impact: Students, classes, grade levels rewarded for strong attendance will increase student engagement and campus attendance	**Nov**	**Feb**	**Apr**
Staff Responsible for Monitoring: AP, Attendance Team			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 2: Strategic Priority: BISD will strengthen disciplinary practices and safety protocols to ensure safe, respectful, and responsible schools.
Aligned Performance Objective: Survey data will show increased positive perceptions of physical and psychological safety at schools

    Evaluation Data Sources: Panorama SEL student surveys administered two times per year (school safety measure), parent and campus input surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide safety drill training and debrief for staff and students throughout the year	**Formative**		
Strategy's Expected Result/Impact: Increased staff emergency preparation and students feeling more safe in the learning environment and ensure the campus is consistently safe **Staff Responsible for Monitoring:** AP, Counselor, Safety Team	**Nov**	**Feb**	**Apr**

Strategy 2 Details	Formative Reviews		
Strategy 2: Improve facility infrastructure to positively impact campus safety	**Formative**		
Strategy's Expected Result/Impact: Safety features will be added and monitored, repairs made to ensure campus safety **Staff Responsible for Monitoring:** Principal, BISD police chief or designee	**Nov**	**Feb**	**Apr**

Strategy 3 Details	Formative Reviews		
Strategy 3: Student survey data will be analyzed two times per year to produce school-wide action steps to address school safety	**Formative**		
Strategy's Expected Result/Impact: Data will show an increase in student perception of safety on campus **Staff Responsible for Monitoring:** MTSS Coach, Counselor, CIS	**Nov**	**Feb**	**Apr**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 3: Organizational Culture: We will develop student-centered learning environments that provide a foundation for positive connections.

Performance Objective 3: Strategic Priority: BISD will provide a welcoming environment that embraces mutual respect and care and prioritizes healthy relationships with students, families, and colleagues.
Aligned Performance Objective: Retain 85% of teachers.

Evaluation Data Sources: Staff retention data reports, Leadership Meeting agendas, TTESS data, Panorama staff input survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop normed tools and processes to conduct observations, capture trends, and track progress over time.	**Formative**		
Strategy's Expected Result/Impact: Walkthrough data and campus surveys will indicate higher levels of targeted supports to identified needs	Nov	Feb	Apr
Staff Responsible for Monitoring: Instructional Leadership Team			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide ongoing support for teacher leaders in adult facilitation and team dynamics	**Formative**		
Strategy's Expected Result/Impact: CCE will implement PD plans that develop capacity in team leadership and adult learning	Nov	Feb	Apr
Staff Responsible for Monitoring: Instructional Leadership Team			

Strategy 3 Details	Formative Reviews		
Strategy 3: Observation feedback conversations with teachers will include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities for practice.	**Formative**		
Strategy's Expected Result/Impact: Campus instructional goal monitoring, TTESS observations, student data review will reflect growth in efficacy for teachers and leaders	Nov	Feb	Apr
Staff Responsible for Monitoring: Instructional Leadership Tea			

Strategy 4 Details	Formative Reviews		
Strategy 4: Create a positive, welcoming, supportive campus culture through team building, staff appreciation, mentoring, modeling, new teacher meetings and other intentional staff connection and support activities.	**Formative**		
Strategy's Expected Result/Impact: New staff will have additional systems of support, decreasing turnover. Stronger experienced teachers will build leadership capacity. Environment will be seen as positive as evidenced by Panorama surveys and monthly surveys.	Nov	Feb	Apr
Staff Responsible for Monitoring: Principal, APs			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 1: Strategic Priority: BISD will expand family/community engagement and parent education activities to support and accelerate student outcomes.
Aligned Performance Objective: Survey data will show increased positive perceptions of parent and community engagement opportunities

    Evaluation Data Sources: Stakeholder surveys, staff/family newsletters, agendas, meeting notes, sign-in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Integrate multiple communication strategies with families into teacher roles and responsibilities	**Formative**		
Strategy's Expected Result/Impact: Consistent communication between teachers and families	**Nov**	**Feb**	**Apr**
Staff Responsible for Monitoring: Principal, APs			

Strategy 2 Details	Formative Reviews		
Strategy 2: Collaborate with campus PTA to provide support and increase parent engagement efforts	**Formative**		
Strategy's Expected Result/Impact: Increased PTA involvement and events	**Nov**	**Feb**	**Apr**
Staff Responsible for Monitoring: Principal, Parent Liaison			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide capacity-building events for parents and families on critical aspects of student learning	**Formative**		
Strategy's Expected Result/Impact: Attendance in events will increase and parents will be supported in utilizing tools to help students learn at home	**Nov**	**Feb**	**Apr**
Staff Responsible for Monitoring: Principal, Parent Liaison			

Strategy 4 Details	Formative Reviews		
Strategy 4: Schedule monthly Principal Chat meetings, at various dates and times	**Formative**		
Strategy's Expected Result/Impact: Monthly meetings will be held to support the needs of the campus and stakeholders	**Nov**	**Feb**	**Apr**
Staff Responsible for Monitoring: Principal, Parent Liaison			

Strategy 5 Details	Formative Reviews		
Strategy 5: Create a parent based action team to support school's vision and mission to support all students in a safe and nurturing environment	**Formative**		
Strategy's Expected Result/Impact: Increased parent involvement in CCEs systems and events, improved sense of safety and	**Nov**	**Feb**	**Apr**

belonging			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 4: Collaborative Partnerships: We will promote relationship-building practices that ensure invested commitment in student success from all stakeholders.

Performance Objective 2: Strategic Priority: BISD will create multiple pathways for students to acquire communication and interpersonal skills through positive interaction and networking within the business community.

Aligned Performance Objective: Increase in business and community member participation in campus committees and events

Evaluation Data Sources: Event listings, staff/family newsletters, agendas, meeting notes, sign-in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Engage community and business partners in meaningful opportunities to participate	Formative		
Strategy's Expected Result/Impact: Greater participation in events and units of study	Nov	Feb	Apr
Staff Responsible for Monitoring: Counselor			

Strategy 2 Details	Formative Reviews		
Strategy 2: Establish an inclusive campus welcoming system that engages all visitors	Formative		
Strategy's Expected Result/Impact: Increase in volunteers and stakeholder satisfaction	Nov	Feb	Apr
Staff Responsible for Monitoring: Principal, Parent Liaison			

Strategy 3 Details	Formative Reviews		
Strategy 3: Create a written process for utilizing volunteers	Formative		
Strategy's Expected Result/Impact: Volunteers recruited and supporting staff and student learning in a variety of areas on campus. Added classroom support.	Nov	Feb	Apr
Staff Responsible for Monitoring: Principal, Parent Liaison			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue