

Grapevine-Colleyville ISD

Silver Lake Elementary

2018-2019 Goals/Performance Objectives/Strategies

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Postsecondary Readiness



Mission Statement

Silver Lake aims to be “THE place to be” for reinventing education. We do this by fostering a/an:

Learner-centered platform where students receive personalized instruction based on their needs

Appreciation for diversity where all students, parents and staff are treated with respect

Knowledgeable staff that is constantly developing their skills to meet the needs of students

Environment that is safe, fun, and nurturing

Vision

Silver Lake aims to be **"THE PLACE TO BE"** for redefining education.

Value Statement

At Silver Lake we value and believe that it is our role as a community to bring learning to life for our students by creating experiences that allow students to take ownership of their learning. These shared classroom experiences are the foundation for making connections to previous learning and paving the way so that new learning is sparked.

*Note: All goals and objectives that directly correlate to Dr. Ryan's "Superintendent Objectives" are presented in ALL CAPS.

Table of Contents

Goals	4
Goal 1: LEAD 2021 Personnel Strategy: We will purposefully hire, continually train, and hold accountable all GCISD staff to ensure the fulfillment of the GCISD mission and strategic objectives.	4
Goal 2: LEAD 2021 Learning Plan Strategy: We will facilitate a process that carries out the development, implementation, and realization of a personal learning plan that includes goals within the areas of academics, campus activities, and workforce/community involvement for every student to accomplish the GCISD mission and strategic objectives.	6
Goal 3: LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.	10
Goal 4: LEAD 2021 Communications Strategy: We will create a plan that customizes communication methods and messages for students, parents, teachers, administration, and community to communicate and support the GCISD mission and strategic objectives.	18
Goal 5: LEAD 2021 Technology Strategy: We will integrate technology, including student mobile wireless computing devices, into every aspect of the student academic experience to support the GCISD mission and strategic objectives.	21


Goals

Goal 1: LEAD 2021 Personnel Strategy: We will purposefully hire, continually train, and hold accountable all GCISD staff to ensure the fulfillment of the GCISD mission and strategic objectives.

Performance Objective 1: All Silver Lake instructional staff will participate in professional learning opportunities aligned with district and campus initiatives that include readers and writers workshop, explicit vocabulary instruction, and linguistic accommodations.

Evaluation Data Source(s) 1: Appropriate agendas and sign-in sheets from professional development.

Summative Evaluation 1:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 1) All instructional staff will participate in professional development to review the components and expectations of readers and writers workshop.	2.4	Instructional leadership team	The expected result is to see evidence of readers and writers workshop during classroom walkthroughs and Increased student achievement in reading and writing.				
Critical Success Factors CSF 1 2) All instructional staff will attend campus professional development for explicit vocabulary instruction.	2.4, 2.5, 2.6	Instructional leadership team and teachers	There will be visual evidence during classroom walkthroughs of explicit vocabulary instruction thus producing increased student achievement in all content areas.				
Critical Success Factors CSF 1 CSF 4 3) All teachers will participate in training for how to implement linguistic accommodations in their classrooms during all content teaching.	2.4, 2.6	Principal, AP, Learning Liaison	Implementation of this strategy will be measured during classroom walkthroughs and it is expected that students will be more successful learning.				
							

Goal 1: LEAD 2021 Personnel Strategy: We will purposefully hire, continually train, and hold accountable all GCISD staff to ensure the fulfillment of the GCISD mission and strategic objectives.

Performance Objective 2: 100% of teacher and paraprofessional interviews will be a coordinated effort in the interview process between campus administration and staff to ensure the opportunity for teacher and staff voice.

Evaluation Data Source(s) 2: Interview documentation

Summative Evaluation 2:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6 CSF 7</p> <p>1) Teacher and staff committees will be created for the purpose of interviewing potential candidates and for identifying the very best person for the open position.</p>	2.5	All teachers and staff, administrators	This practice allows teachers and staff to have a voice in hiring and will lead to the hiring of personnel who will be more successful at the campus.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: LEAD 2021 Learning Plan Strategy: We will facilitate a process that carries out the development, implementation, and realization of a personal learning plan that includes goals within the areas of academics, campus activities, and workforce/community involvement for every student to accomplish the GCISD mission and strategic objectives.

Performance Objective 1: 100% of SLE students in grades 1 - 5 students will write and monitor personalized learning goals.

Evaluation Data Source(s) 1: Teacher reports on percent of students who met goals

Summative Evaluation 1:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Students in grades 1 - 5 will write goals and track their own progress towards the accomplishment of those goals.</p>	2.4	Students in grades 1-5	Goal sheets				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: LEAD 2021 Learning Plan Strategy: We will facilitate a process that carries out the development, implementation, and realization of a personal learning plan that includes goals within the areas of academics, campus activities, and workforce/community involvement for every student to accomplish the GCISD mission and strategic objectives.

Performance Objective 2: SILVER LAKE WILL SUPPORT EFFORTS TO IDENTIFY AND SERVE GIFTED STUDENTS AND ENSURE THAT TEACHERS ARE PREPARED TO MEET THEIR INDIVIDUAL NEEDS.

Evaluation Data Source(s) 2: Eduphoria transcripts, T-TESS documentation, Campus/District Compliance Report

Summative Evaluation 2:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) Teachers who provide instruction and services that are a part of the program for gifted students will be afforded multiple opportunities throughout the year for a minimum of six hours annually of professional learning in gifted education.</p>	2.5	Administrators, Learning Liaison, Teacher Leaders	Eduphoria Staff Report of Professional Development Levels earned.				
<p>2) GT specialists will be involved in the student assignment of classes to ensure compliance to 19 TAC 89.2 gifted education professional learning requirements and alignment to the schoolwide cluster grouping model.</p>	2.4	Administrators, Learning Liaison, Teachers, Gifted Specialist	Students who are clustered with peers who have the same academic advancement are more successful.				
<p>3) Promote gifted and talented identification opportunities via campus digital and written communication in a language the family understands.</p>	3.2	Principal and Gifted Specialist	The communication is expected to increase parent awareness of GT services.				
<p>4) Ensure all students new to the district are aware they have the opportunity for gifted and talented identification within 30 days.</p>	2.5	Data Secretary and Gifted Specialist	This practice ensures all new students the opportunity to be screened for GT services.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: LEAD 2021 Learning Plan Strategy: We will facilitate a process that carries out the development, implementation, and realization of a personal learning plan that includes goals within the areas of academics, campus activities, and workforce/community involvement for every student to accomplish the GCISD mission and strategic objectives.

Performance Objective 3: 100% of SLE 5th grade students will receive transition support designed to facilitate a successful entry to middle school.

Evaluation Data Source(s) 3: Parent/ Student Survey

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Coordinate a teacher/parent meeting to complete information sheet for outgoing 5th graders. (At-Risk, GT, LEP, ESL, Eco. Dis. Sp. Ed.)</p>	2.5	5th Grade Teachers, Counselor	This meeting ensures that students have choice as they make the transition to middle school.				
<p>Critical Success Factors CSF 1</p> <p>2) Fifth grade teachers will meet with Middle School AVID Coordinator in Spring 2019 to begin familiarizing students with the AVID process.</p>	2.5	5th grade teachers, Counselor	This meeting ensures that students are aware of the benefits of AVID and their opportunity to participate at middle school.				
<p>3) Coordinate campus visit from the GMS principal to meet all 5th graders.</p>	2.6	Principal(s)	This strategy will increase students motivation to attend GMS events and to be more involved. It will also make students more comfortable as they make the transition to 6th grade.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							


Goal 2: LEAD 2021 Learning Plan Strategy: We will facilitate a process that carries out the development, implementation, and realization of a personal learning plan that includes goals within the areas of academics, campus activities, and workforce/community involvement for every student to accomplish the GCISD mission and strategic objectives.

Performance Objective 4: 100% OF SLE STUDENTS IN GRADES PREK-5 WILL PARTICIPATE IN ONE OR MORE CAMPUS ACTIVITIES AND EVENTS DURING AND AFTER SCHOOL INCLUDING CLUBS AND/OR EXTRACURRICULAR ACTIVITIES.

Evaluation Data Source(s) 4: Student participation lists and student voice surveys

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) Promote participation in campus activities through campus communications and social media with students and parents.	3.2	Administrators, Counselor, Staff	Meeting Agendas				
Critical Success Factors CSF 6 2) Based on student voice and teacher voice ALL students will have the opportunity to participate in a club in the fall and spring.	2.5	Sponsoring Teachers, teacher aides, parents and campus leadership	Activities Rosters and documentation of opportunities				



✔ = Accomplished
 ➔ = Continue/Modify
 ● = Considerable
 ● = Some Progress
 ● = No Progress
 ✘ = Discontinue


Goal 3: LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.

Performance Objective 1: Teachers will plan and create classroom "experiences" that are aligned with TEKS and the district curriculum.

Evaluation Data Source(s) 1: Students will demonstrate academic growth as measured by TELPAS, STAAR, and Istation.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) All students will participate in lessons that have been crafted to enable them to connect instructional content with experiences that they have participated in during the instructional day.</p>	2.4	All classroom teachers	Academic growth measured by multiple data points.				
<p>Critical Success Factors CSF 1</p> <p>2) Regular education teachers and special education teachers will work together to provide a variety of reading and math lessons in a co-teaching format to increase student achievement. Students qualified for special education services will be targeted through these efforts.</p>	2.4, 2.6	Administrators, all teachers	Increased proficiency for special education students on STAAR and district assessments				









✔ = Accomplished
 ➔ = Continue/Modify
 ● = Considerable
 ● = Some Progress
 ● = No Progress
 ✘ = Discontinue

Goal 3: LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.

Performance Objective 2: Bilingual and dual language teachers will utilize the district Dual Language 50:50 model that is framed around current research and best practices.

Evaluation Data Source(s) 2: Classroom Observations

Summative Evaluation 2:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) 100% of all teachers will be trained in the 50/50 Dual Language Model.</p>	2.6	Administrators, World Languages	Sign-in sheets from training				
<p>2) All teachers in the dual language program will demonstrate implementation of the 50/50 model.</p>	2.6	Administrators, Learning Liaison, World Languages	Implementation will be monitored during walkthroughs and is expected to increase the level of language acquisition for students at least one level per year.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.

Performance Objective 3: Teachers and staff will integrate the use of specific strategies that will foster an increase in achievement for all students including our low socio-economic students and English language learners as measured on the State Assessment of Academic Readiness (STAAR).

Evaluation Data Source(s) 3: Multiple data points to determine achievement levels

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 2</p> <p>1) Identify students who are in need of intervention through the use of multiple data points and respond with differentiated instruction.</p>	2.6	Administrators, Learning Liaison, Teachers	List of students needing interventions, Classroom observations				
<p>Critical Success Factors CSF 1</p> <p>2) Teachers will intentionally integrate explicit vocabulary instruction in all content to support the needs of English language learners and economically disadvantaged students.</p>	2.6	Classroom teachers, Administration	This strategy is expected to support language acquisition and will be measured by comparing TELPAS scores of students from last year to the current year.				
<p>Critical Success Factors CSF 1</p> <p>3) Teachers will offer appropriate linguistic accommodations for students who are learning in their second language.</p>	2.6	All teachers, liaison, and administration	It is expected that when students are provided this type of support they are more likely to master the content that is presented. The impact of implementation will be monitored by comparing TELPAS scores from last year to the current year.				
<p>Critical Success Factors CSF 7</p> <p>4) Dedicated RtI resources, tutoring support, and training will be provided to teachers to help support the needs of all learners during PLT time in reading and math.</p>	2.4, 2.6	Administrators, Learning Liaison, Tutor, Teachers	Classroom observation, Assessment Data, RtI minutes will be evidence of implementation. It is expected that the campus will achieve at least 85% approaching standard on STAAR reading and math in the current year.				
<p>5) All teachers will be trained using the LETRS method for teaching of phonics.</p>	2.4, 2.5	Liaison, LETRS Teacher Trainer	With a focus on developing students phonemic awareness there should be a decrease in dyslexia identification and increase in students reading and writing skills in k-2.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 3 Problem Statements:

Student Achievement







Problem Statement 1: There is an identified trend that students who are English language learners or economically disadvantaged are achieving far below their white peers at SLE. This is in all content areas with gaps as large as 55 percentage points between ELLs and white students. **Root Cause 1:** In the last ten years the following subgroups have grown at a rapid pace requiring teachers to reexamine their practices in Tier 1 instruction as well as RTI (Hispanic, ELL, Economically Disadvantaged). The pace at which the campus is learning how to meet the increased needs of our new population is lagging behind the growth rate, causing a decrease in overall student achievement.

Goal 3: LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.

Performance Objective 4: 100% OF SLE TEACHERS AND STAFF WILL SOLICIT STUDENT VOICE REGARDING THEIR PERCEPTIONS ABOUT CAMPUS LEARNING EXPERIENCES, CLASSROOM OPERATIONS AND/OR GOALS.

Evaluation Data Source(s) 4: Survey

Summative Evaluation 4:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) All teaching staff will solicit student voice and demonstrate their response to the feedback so that students are aware of the impact.</p>	2.5	Administrators, Learning Liaison, Teachers	Feedback from staff survey and student survey				
<p>2) The campus principal will meet with a diverse group of students to collect student perceptions of the campus and use this committee to guide decision making alongside the Campus Excellence Committee.</p>	2.6	Principal	Students will have the opportunity to share their perceptions and campus leadership will have specific feedback for decision making.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.

Performance Objective 5: ALL TEACHERS WILL PARTICIPATE IN PROFESSIONAL DEVELOPMENT EXPERIENCES TO DEVELOP EMPATHY ABOUT STUDENTS WITH LEARNING DIFFERENCES AND GAIN SKILLS IN PROVIDING TARGETED READING INTERVENTION.

Evaluation Data Source(s) 5: Documentation of participation

Summative Evaluation 5:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) Teachers will participate in Shelton School Level 1 dyslexia simulations.</p>		Administrators, Learning Liaison, Literacy Specialists	Attestation of participation				
<p>Critical Success Factors CSF 1</p> <p>2) Teachers will work with their Campus 504 Coordinators and/or Counselors to ensure that specified accommodations are implemented.</p>	2.6	Assistant Principal, teachers	Student documentation for all accommodations will be collected by each teacher. This documentation will be collected on a daily basis and retained for evidence of implementation.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.

Performance Objective 6: CAMPUS INSTRUCTIONAL STAFF WILL COLLABORATE TO IDENTIFY THE ACADEMIC NEEDS OF STUDENTS AND PROVIDE TARGETED INSTRUCTION THROUGH DYSLEXIA, RTI, OR 504 SERVICES.

Evaluation Data Source(s) 6: RtI, 504, and Dyslexia documentation

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Campus RtI teams will consider dyslexia characteristics and make referrals for screening and assessments as appropriate.	2.6	Administrators, Learning Liaison, Counselor	RtI documentation that is accumulated in EStar.				
Critical Success Factors CSF 4 2) Campus 504 Coordinators will work with the GCISD dyslexia assessment coordinator to ensure proper timelines and procedures are followed.	2.6	Administrators, Learning Liaison, Counselor	RtI documentation will be collected in EStar.				
Critical Success Factors CSF 1 3) SLE will employ a Bilingual literacy intervention teacher to provide targeted literacy intervention and dyslexia services in Spanish and English.	2.4, 2.6	Principal	The expected result is an increase in students literacy skills and a decrease in dyslexia referrals.				
	Problem Statements: Student Achievement 1 Funding Sources: 211 - ESEA Title I, Part A - 69000.00						
Critical Success Factors CSF 3 4) LIT/BLIT teachers will participate in comprehensive professional learning that takes place both centrally and in certain campus-based activities.	2.6	Administrators, Learning Liaison, Literacy Intervention Specialists	Eduphoria Records				
Critical Success Factors CSF 1 5) LIT/BLIT teachers communicate with parents about student progress on a 9-weekly basis.	2.6	LIT/BLIT	LIT/BLIT documentation				
							

Performance Objective 6 Problem Statements:

Student Achievement


Problem Statement 1: There is an identified trend that students who are English language learners or economically disadvantaged are achieving far below their white peers at SLE. This is in all content areas with gaps as large as 55 percentage points between ELLs and white students. **Root Cause 1:** In the last ten years the following subgroups have grown at a rapid pace requiring teachers to reexamine their practices in Tier 1 instruction as well as RTI (Hispanic, ELL, Economically Disadvantaged). The pace at which the campus is learning how to meet the increased needs of our new population is lagging behind the growth rate, causing a decrease in overall student achievement.

Goal 4: LEAD 2021 Communications Strategy: We will create a plan that customizes communication methods and messages for students, parents, teachers, administration, and community to communicate and support the GCISD mission and strategic objectives.

Performance Objective 1: Based on the "Thought Exchange" parent survey conducted in the fall 2018 the campus personnel will increase communication regarding school activities and increase our customer service provided to students, parents and the community as a whole.

Evaluation Data Source(s) 1: Parent / Staff Survey - Thought Exchange

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) SLE will employ a Bilingual parent liaison to provide communication and training to parent stakeholders.	2.6, 3.2	Principal	This strategy is expected to impact the level of parent involvement. Agenda's and sign in sheets will be collected as evidence of participation in parent trainings.				
Problem Statements: Student Academic Achievement 2 Funding Sources: 211 - ESEA Title I, Part A - 28436.00							
Critical Success Factors CSF 5 2) Provide parents with information regarding school activities utilizing a variety of media including video messages, newsletters, Facebook, Twitter, and traditional Monday folders.		Administrators, Learning Liaison, and All Staff	Parent Survey				
Critical Success Factors CSF 5 3) Publish weekly "Parent STAR News" to provide ongoing communication regarding campus events, deadlines, and opportunities.	3.2	Administration, Office Staff	Publications				
Critical Success Factors CSF 5 4) Translate all documents into Spanish to ensure a that a larger percentage of our parents receive the communications from the campus.	3.2	Bilingual parent liaison, bilingual teachers	This strategy is expected to increase parent communication and will be measured by user data that is collected from the campus newsletters and compared to last years reach for the percentage of parents viewing the documents.				
							

Performance Objective 1 Problem Statements:

Student Academic Achievement


Problem Statement 2: There is a observable trend that students who are English language learners or economically disadvantaged are achieving far below their white peers at SLE. This is in all content areas where gaps are as large as 31 percentage points between ELLs and white students. **Root Cause 2:** In the last ten years the following subgroups have grown at a rapid pace requiring teachers to reexamine their practices in Tier 1 instruction as well as RTI (Hispanic, ELL, Economically Disadvantaged). The pace at which the campus is learning how to meet the increased needs of our new population is lagging behind the growth rate, causing a decrease in overall student achievement.

Goal 4: LEAD 2021 Communications Strategy: We will create a plan that customizes communication methods and messages for students, parents, teachers, administration, and community to communicate and support the GCISD mission and strategic objectives.

Performance Objective 2: Each campus webpage will incorporate the district's website checklist of content requirements for campus teachers and staff.

Evaluation Data Source(s) 2: Administrators and teachers webpages have met a minimum standard and look cohesive.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) School personnel will ensure that district expectations have been implemented for campus website.		Website Coordinator, Administrators	The impact of an ongoing audit of the website will produce targeted communication with parents.				
							

Goal 5: LEAD 2021 Technology Strategy: We will integrate technology, including student mobile wireless computing devices, into every aspect of the student academic experience to support the GCISD mission and strategic objectives.

Performance Objective 1: Silver Lake teachers will design learning experiences that seamlessly integrate technology into the curriculum in all four domains of SAMR (substitution, augmentation, modification, and redefinition) based on the needs of students.

Evaluation Data Source(s) 1: Student work products, Classroom observations, teacher lesson plans

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All students will develop work products using their device as a tool to extend and enrich their learning.	2.5	Teachers, Administrators	Lesson Plans, Student work products, Observations				
2) SLE instructional leadership will work in concert with the district technology coaches to integrate the use of technology that enhances the learning experience for students.	2.4, 2.6	Campus instructional leadership team, district technology coaches	Increased student engagement and achievement. Evidence of technology integration will be measured from campus walkthroughs and observations.				
