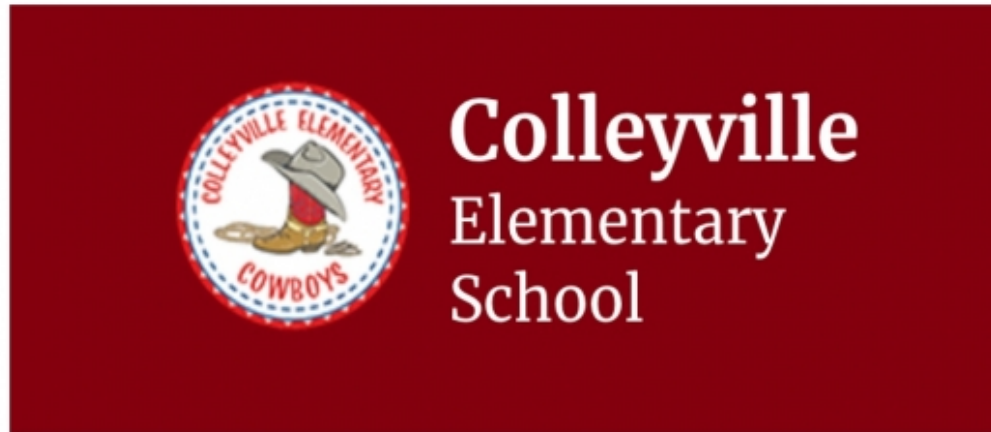


Grapevine-Colleyville ISD

Colleyville Elementary

2025-2026 Campus Improvement Plan



**5911 PLEASANT RUN ROAD
COLLEYVILLE, TEXAS 76034
817-305-4940**

Mission Statement

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

Vision

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

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Goals

Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 1: 1.1 Academic Growth & Development: By 2028, all student groups will meet or exceed the State's rigorous Long Term Closing the Gaps Targets in Reading and Mathematics [TEA HB 3 Board Goals]





HB3 Goal

Evaluation Data Sources: Universal Screeners, STAAR, STAAR EOC, Accelerated Math Student Performance, STAAR Iterims, Local TEKS Checks

Strategy 1 Details	Reviews			
Strategy 1: 100% of Kinder - 5th grade teachers will implement iReady in order to support student growth in reading. Strategy's Expected Result/Impact: At CES 75% (70% reached in 24-25) of all students will meet their annual typical growth goal. Individual cohort goals will have specific targets to support the impact of this strategy: K - 75% 1st - 67% to 75% 2nd - 77% to 82% 3rd - 65% to 70% 4th - 67% to 72% 5th - 71% to 76% Staff Responsible for Monitoring: Joshua Cassada, Laura Herrera, K-5 teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Feb	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: 100% of Kinder - 5th grade teachers will implement iReady in order to support student growth in reading. Strategy's Expected Result/Impact: At CES 55% (48% reached in 24-25) of all students will meet their annual stretch growth goal. Individual cohort goals will have specific targets to support the impact of this strategy: K - 53% 1st - 41% to 46% 2nd - 65% to 70% 3rd - 47% to 52% 4th - 46% to 51% 5th - 53% to 58% Staff Responsible for Monitoring: Joshua Cassada, Laura Herrera, K-5 teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning		Formative			Summative
		Sept	Feb	Apr	June
Strategy 3 Details		Reviews			
Strategy 3: 100% of Kinder - 5th grade teachers will implement iReady in order to support student growth in math. Strategy's Expected Result/Impact: At CES 70% (66% reached in 24-25) of all students will meet their annual typical growth goal. Individual cohort goals will have specific targets to support the impact of this strategy: K - 72% 1st - 67% to 72% 2nd - 61% to 70% 3rd - 62% to 67% 4th - 71% to 76% 5th - 55% to 63% Staff Responsible for Monitoring: Joshua Cassada, Laura Herrera, K-5 teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning		Formative			Summative
		Sept	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: 100% of Kinder - 5th grade teachers will implement iReady in order to support student growth in math. Strategy's Expected Result/Impact: At CES 41% (34% reached in 24-25) of all students will meet their annual stretch growth goal. Individual cohort goals will have specific targets to support the impact of this strategy: K - 45% 1st - 50% to 55% 2nd - 39% to 44% 3rd - 30% to 35% 4th - 29% to 34% 5th - 33% to 38% Staff Responsible for Monitoring: Joshua Cassada, Laura Herrera, K-5 teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: All K-5 students will write at least 1 academic goal using iReady and will monitor their progress in a tracking notebook/folder a minimum of 3 times during the 25-26 academic year. Strategy's Expected Result/Impact: Students will take ownership of their learning and be able to communicate their growth and progress with their parents. Teachers will prepare students to be able to explain their progress to goal mastery and completion. Staff Responsible for Monitoring: Joshua Cassada, Laura Herrera, K-5 teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: During the 25-26 academic year, our 4th grade cohort of students will have 98% at approaches or better, 90% at meets or better and 55% at masters in Math on the 2026 STAAR. Strategy's Expected Result/Impact: Current 4th grade students will demonstrate one years worth of academic growth in math. Staff Responsible for Monitoring: Joshua Cassada, Laura Herrera, 3-5 teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Sept	Feb	Apr	June

Strategy 7 Details	Reviews			
Strategy 7: During the 25-26 academic year, our 4th grade cohort of students will have 96% at approaches or better, 88% at meets or better and 65% at masters in Reading on the 2026 STAAR. Strategy's Expected Result/Impact: Current 4th grade students will demonstrate one years worth of academic growth in Reading. Staff Responsible for Monitoring: Joshua Cassada, Laura Herrera, 3-5 teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 2: 1.2 College, Career, and Military Readiness: By 2028, 93% of annual graduates will demonstrate at least one college, career, and military ready criteria as measured by the State Accountability System [TEA HB3 Board Goals].

HB3 Goal

Evaluation Data Sources: College Career Military Readiness Indicators
"School Quality Status" Indicator Domain III State Accountability System





Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Feb	Apr	June
<p>Strategy 1: Implement systems to address advanced mathematics participation disparities including participation in math telescoping program through effective communication with targeted audiences in order to create awareness of advanced mathematics, meet student needs, and maximize student learning potential.</p> <p>Strategy's Expected Result/Impact: Teachers act as communication conduit for parents and students to ensure understanding of events, offerings, and district initiatives. While doing this, CES will increase the number of students tested for math telescoping by 5%</p> <p>Staff Responsible for Monitoring: Joshua Cassada, Principal Laura Herrera, Assistant Principal William Boykin, GT Specialist/Lead</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>				
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Feb	Apr	June
<p>Strategy 2: CES professional staff will effectively communicate with targeted audiences in order to create awareness of math telescoping, GT LEAD, and AVID programs and services to meet student needs and maximize their learning potential.</p> <p>Strategy's Expected Result/Impact: Teachers act as a communication conduit for parents and students to ensure understanding of events, offerings, and district initiatives. Students and families receive timely and relevant information related to assessment and placement criteria for advanced academics. CES will send weekly Communication about these initiatives through Mr. Boykin's Partner Post section.</p> <p>Staff Responsible for Monitoring: Katie Segreti, Counselor; Will Boykin, GT Specialist; Joshua Cassada Principal; Laura Herrera, Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p>				

Strategy 3 Details	Reviews			
Strategy 3: All CES staff will promote CCMR with the Wednesday staff dress calendar and college spotlights on the announcements. Strategy's Expected Result/Impact: Students will be aware of different colleges, military specialties, and trade careers that can be available to them as they are envisioning their academic path. Staff Responsible for Monitoring: Joshua Cassada, Laura Herrera, Amy Keller TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 3: 1.3 Safety & Well-Being: By 2028, all classrooms will consistently reflect district research-based initiatives designed to preserve instructional time, encourage productive choices, and characterized by multi-tiered systems of support.





Evaluation Data Sources: Student and Staff Attendance will reflect a desire to never miss an opportunity for learning. Behaviors that result in removal from the classroom will diminish as staff members gain expertise in a consistent discipline management plan.

Strategy 1 Details	Reviews			
Strategy 1: Address the needs of students for programs such as suicide prevention, violence prevention, dating violence (SB9), and conflict resolution, as well as, programs designed for encouraging attendance, lowering dropout rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement]. Strategy's Expected Result/Impact: Improve school culture as evidence by improved attendance, reduced instructional time lost to discipline, application of routes to gain assistance, and improved conflict resolution. Staff Responsible for Monitoring: Katie Segreti, Campus Counselor; Joshua Cassada, Principal; Laura Herrera, TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize a CHAMPS Core Team that will routinely collect data on student behavior, analyze the data, and make recommendations for campus policies/procedures to make targeted improvements for behavioral concerns in campus common areas. Strategy's Expected Result/Impact: Identify the most prevalent misbehaviors, behaviors that interfere most with student learning, or behaviors that have the greatest negative impact on the school environment. ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
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Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 4: 1.4 Student Involvement: Maintain, Grow, and Create co-curricular and extracurricular programming to ensure all students participate in at least one school-sponsored activity annually.





Evaluation Data Sources: GCISD Quality Cup, Student Schedules and Rosters

Strategy 1 Details	Reviews			
Strategy 1: Utilize data to identify extracurricular activities that have potential to motivate students to attend school more regularly as well as instill a sense of belonging at our school. Strategy's Expected Result/Impact: All CES students will have opportunities to be involved in extracurricular activities (ex. Baseball Card Club, Choir, Running Club, STUCO, Cheer Club, Cooking Club, Brain Boosters, and Chess Wizards) as well as expose our 5th grade students to different extracurricular activities through the fine arts and athletic programs at the secondary level. Staff Responsible for Monitoring: Club Sponsors, PTA Volunteers, Joshua Cassada, Principal; and Laura Herrera, Assistant Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Enriching educational opportunities will be provided within the school day to develop students' skills and talents, explore special interests, and allow students to perform/demonstrate/exhibit the products of their work. Strategy's Expected Result/Impact: Student participation or attendance in a CES/GCISD events (Pep Rallies, Multicultural Night, Student Showcase, Science Night, Theater/Band Performances) demonstrating content knowledge, confidence, and communication skills. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
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Goal 2: Faculty and Staff Recruitment, Retention, and Capacity Building

Performance Objective 1: 2.1 Recruitment: Establish metrics and baseline data to connect recruitment strategies to the hiring of new and returning staff members while maintaining annual recognition as a top employer.





Evaluation Data Sources: Gallup Surveys

Strategy 1 Details	Reviews			
Strategy 1: Continue Institute monthly "bucket fillers" (WooHoo Wagon, Teacher/Spirit Leader/Staff Member of the Month, etc.) that recognize individual efforts on campus. Strategy's Expected Result/Impact: Expected outcome: Recognition for teacher efforts on a consistent basis and help set the baseline for future campus and teacher retention goals. Staff Responsible for Monitoring: Joshua Cassada Principal; Laura Herrera, Assistant Principal; Katie Segreti, Counselor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: CES Sunshine Committee will contribute birthday cards, treats and other "boosters" for teachers. Strategy's Expected Result/Impact: Expected outcome: Recognition for teacher efforts on a consistent basis and help set the baseline for future campus and teacher retention goals. Staff Responsible for Monitoring: Joshua Cassada Principal; Laura Herrera, Assistant Principal; Katie Segreti, Counselor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
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Goal 2: Faculty and Staff Recruitment, Retention, and Capacity Building

Performance Objective 2: 2.2 Employee Retention and Employee Satisfaction: Establish metrics and baseline data in order to connect retention and satisfaction strategies to staff members returning in subsequent years.

Evaluation Data Sources: Texas Academic Performance Report (TAPR), GCISD Exit List, Staff Surveys

Strategy 1 Details	Reviews			
Strategy 1: Conduct BOY, MOY, and EOY anonymous staff surveys to evaluate campus pulse, culture and climate. Strategy's Expected Result/Impact: Provide the Administration Team with feedback on the overall temperment of the staff and campus policy/procedure and establish baseline data for future goal setting Staff Responsible for Monitoring: Joshua Cassada Principal; Laura Herrera, Assistant Principal; Katie Segreti, Counselor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
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Goal 2: Faculty and Staff Recruitment, Retention, and Capacity Building

Performance Objective 3: Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development and steps are taken to attract highly qualified teachers to high-need schools [Title I requirement]. To address any identified dis-proportionality, provide support at campuses where our low-income or minority students are served at disproportionate rates by ineffective, out of field, or inexperienced teachers [Equity Plan Requirement when TEA Identified].





Evaluation Data Sources: Performance of our low-income and minority students will increase to their non-Economically Disadvantaged and non-Minority peers. High quality teachers will be recruited, supported, and retained for all students.

Strategy 1 Details	Reviews			
Strategy 1: 100% of CES staff will engage in Professional Learning Communities to align and review instructional practices as well as engage in professional learning with CES's administration and district instructional coaches. Strategy's Expected Result/Impact: Teachers will attend a biweekly team leader led PLC and a biweekly administration led PLC on the opposite week. Staff Responsible for Monitoring: Joshua Cassada Principal; Laura Herrera, Assistant Principal; Katie Segreti, Counselor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Sept	Feb	Apr	June
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Goal 3: Parents, Families, and Community Satisfaction and Engagement





Performance Objective 1: 3.1 Parents and Families Satisfaction and Engagement: Establish metrics and baseline data to connect engagement strategies to improved parent and family satisfaction.

Evaluation Data Sources: Parent and Family Engagement surveys

Strategy 1 Details	Reviews			
Strategy 1: CES will provide opportunities, such as A-Team meetings, parent orientation, PTA Executive meetings, and curriculum nights for all stakeholders to provide feedback and have discussions with campus leaders in order to maximize communication opportunities. Strategy's Expected Result/Impact: Provide access to the planning and collaboration settings that will guide overall student success. Staff Responsible for Monitoring: Joshua Cassada Principal; Laura Herrera, Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: CES will collaborate with our PTA to increase membership among our staff to 100% and 373 memberships among our parents and community stakeholders to support the "every child one voice" campaign. Strategy's Expected Result/Impact: Increased staff, parent, and community involvement. Staff Responsible for Monitoring: Joshua Cassada Principal; Laura Herrera, Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Goal 3: Parents, Families, and Community Satisfaction and Engagement

Performance Objective 2: 3.2 Community Engagement and Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our community.

Strategy 1 Details	Reviews			
Strategy 1: CES will distribute regular communications via newsletters through Google Sites, social media, and emails, to detail campus information, events and activities. Strategy's Expected Result/Impact: Improve communication to stakeholders in a response to survey data collected at the end of the 2024-2025 school year. Staff Responsible for Monitoring: Joshua Cassada Principal; Laura Herrera, Assistant Principal; Katie Segreti, Counselor; Amy Keller, Librarian TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
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Goal 3: Parents, Families, and Community Satisfaction and Engagement





Performance Objective 3: 3.3 Corporate and Business Based Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our business community.

Strategy 1 Details	Reviews			
Strategy 1: CES campus leadership, PTA, and the CEC will collaborate to identify partnerships with local businesses that will benefit campus initiatives and community engagement. Strategy's Expected Result/Impact: By May 2026, CES will have 3 new area business partnerships that positively impact our school community. Staff Responsible for Monitoring: Joshua Cassada Principal; Laura Herrera, Assistant Principal; Katie Segreti, Counselor; Amy Keller, Librarian TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Feb	Apr	June
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Goal 3: Parents, Families, and Community Satisfaction and Engagement





Performance Objective 4: All students will have a successful transition to their next grade level including regular attendance, a sense of belonging to the school community, as well as, belief in their own ability to achieve academic and personal goals [ESSA Title I, Homeless, Foster Care, Emergent Bilingual].

Evaluation Data Sources: Student Attendance, Failure Rates, Extracurricular Participation

Strategy 1 Details	Reviews			
Strategy 1: CES will implement and promote positive attendance practices for students through individual, class, and grade level incentive programs and rewards each grading period. Many of these practices will take place on historically low attendance days before and after long breaks, all of December, and around spring break in March. Strategy's Expected Result/Impact: Increase percentage of ADA to be above 97.5% during noted times of low attendance. Staff Responsible for Monitoring: Joshua Cassada Principal; Laura Herrera, Assistant Principal; Katie Segreti, Counselor; Amy Keller, Librarian TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Feb	Apr	June
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Goal 3: Parents, Families, and Community Satisfaction and Engagement





Performance Objective 5: Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Strategy 1 Details	Reviews			
Strategy 1: All CES family members will be encouraged to complete the district Volunteer Background Check and will be invited to participate in volunteer opportunities on campus included but not limited to being a classroom helper, classroom reader, copy room volunteer, library volunteer, etc. Strategy's Expected Result/Impact: Increase purposeful parent interactions on campus during the school day and increase the number of parent volunteers by 5% Staff Responsible for Monitoring: Joshua Cassada Principal; Laura Herrera, Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: Parents, Families, and Community Satisfaction and Engagement





Performance Objective 6: Campus and District programming will include goals and activities for a coordinated health program at the campus based on student fitness assessment data, student academic performance data, student attendance rates, the percentage of students who are economically disadvantaged, meeting requirements for physical activity, and other indicators recommended by the GCISD school health advisory council [TEA Requirement].

Evaluation Data Sources: Title 2, Chapter 28, Section 28.004 of the Texas Education Code requires school districts to establish School Health Advisory Council to assist the district in ensuring that local community values are reflected in the district's health education instruction.

Strategy 1 Details	Reviews			
Strategy 1: CES will follow guidelines from Texas and GCISD Board Policy regarding required Physical Education minutes for students in K-5 including PreK movement minutes. Strategy's Expected Result/Impact: Ensure appropriate instructional minutes are instituted due to changes in the master schedule. Staff Responsible for Monitoring: Joshua Cassada Principal; Laura Herrera, Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Sept	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Goal 4: Strong Financial Stewardship and Internal System Efficiency

Performance Objective 1: 4.1 Transparent Financial Stewardship: GCISD stakeholders will have multiple routes to provide feedback, as well as, an enhanced view of the alignment between financial actions and advancement towards the performance expectations held by the community for the District.

Strategy 1 Details		Reviews			
Strategy 1: Solicit stakeholder input and feedback on the development and utilization of campus budget funds. This will be done with CEC, PTA, A-Team, and campus staff meetings. Strategy's Expected Result/Impact: Transparency, collaboration, and ensuring alignment of 100% campus expenditures will be aligned to stated campus goals. Staff Responsible for Monitoring: Joshua Cassada Principal; Laura Herrera, Assistant Principal; Katie Segreti, Counselor ESF Levers: Lever 1: Strong School Leadership and Planning		Formative			Summative
		Sept	Feb	Apr	June
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Goal 4: Strong Financial Stewardship and Internal System Efficiency





Performance Objective 2: 4.2 Effective and Efficient District Operations: GCISD campuses, departments, and programs will benefit from clear financial processes allowing timely access to quality resources in order to achieve their core purposes and goals.

Strategy 1 Details	Reviews			
Strategy 1: Follow all established district processes and procedures for expenditures on curriculum materials, campus supplies and professional development. Strategy's Expected Result/Impact: Streamline process for district level approval. Staff Responsible for Monitoring: Joshua Cassada Principal; Laura Herrera, Assistant Principal ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Strong Financial Stewardship and Internal System Efficiency

Performance Objective 3: 4.3 Long-range facility management plan: GCISD will have a district-wide plan that forms the basis for capital investment decisions and provides a sequence of planning processes to guide future capital measures.





Evaluation Data Sources: Alignment of Resources to Demographic Projections and District Programs, Ability to forecast future financial needs

Strategy 1 Details	Reviews			
Strategy 1: Solicit stakeholder feedback about facility needs and long term program plans, and participate in long term facility management and bond planning committees when appropriate. Strategy's Expected Result/Impact: Informed participation in district long term planning. Staff Responsible for Monitoring: Joshua Cassada Principal; Laura Herrera, Assistant Principal ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Strong Financial Stewardship and Internal System Efficiency

Performance Objective 4: Federal Grants will be administered according to the individual program guidelines, as well as, financial regulations such as EDGAR, in order to achieve the intent and purpose of each grant program [Federal Grant Required Assurances] as evidenced by annual compliance documentation.

Evaluation Data Sources: Federal Funds Requests, Procurement Records, Quote Forms

Strategy 1 Details	Reviews			
Strategy 1: If federal funds become available for campus use, they will be used in accordance with the campus needs assessment and CIP to achieve stated goals. Strategy's Expected Result/Impact: Appropriately utilize federal funds to increase student achievement. Staff Responsible for Monitoring: Joshua Cassada Principal; Laura Herrera, Assistant Principal ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				