

# **Grapevine-Colleyville ISD**

## **Cannon Elementary: A GCISD STEM School**

### **Goals/Performance Objectives/Strategies**

**2020-2021**



**CANNON ELEMENTARY**  

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**A GCISD STEM SCHOOL**

# Mission Statement

The mission of Cannon Elementary: A GCISD STEM School is to empower each unique learner, so that they become real world problem solvers, creative innovators, life-long learners, reflective thinkers, and empathetic citizens.

# Vision

Through the utilization of science, technology, engineering and mathematics, Cannon Elementary: A GCISD STEM School is instilling the skills of thinking critically, being creative, communicating effectively, and having empathy, in each of our students so that they will become the future problem solvers of the world.

# Value Statement

District Core Values: Purpose, Innovation, Community

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# Goals

**Goal 1:** Actively identify and remove barriers that limit access to and opportunity for learning.

Key Questions: (1) To what degree does GCISD actively identify and remove barriers to support equitable learning opportunities for all students? (2) To what degree does GCISD actively promote and support equitable student learning opportunities for all students?

**Performance Objective 1:** Cannon will develop a fiscally-responsible yearly budget that focuses on student academic achievement and extra-curricular activities and reflects the school district and community's emphasis on results, inclusion, and excellence [Superintendent Objective 1 ].

**Strategy 1:** Cannon stakeholder committees (in addition to CEC), comprised of teachers, students, administration, and parents, will be utilized to review, identify, and align campus budgetary needs to campus resource and support needs.

<b>Strategy's Expected Result/Impact:</b> Teacher and student voice drive identification and alignment of campus needs -Committees include: Master Schedule, Parent Pride, Embedded Clubs, Student Engagement, etc...		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Leadership Team		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	None	<b>Summative</b>
		<b>June</b>

**Strategy 2:** Financially support a school day embedded Cub Club Time to allow for 100% of students to participate in extracurricular passion/interest activities.

<b>Strategy's Expected Result/Impact:</b> Increased productivity and interest in extracurricular participation.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Leadership Team, Teachers	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	


**Strategy 3:** Provide resources and learning opportunities for all Cannon parents to learn, grow, and contribute to the school community - Parent Pride!


<b>Strategy's Expected Result/Impact:</b> Engaged Cannon Community partnership.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Leadership Team, Counselor	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	

**Strategy 4:** Resources will be purchased, organized, and bagged for Remote learners to pick up STEM To Go Kits/Supplies to conduct STEM Design Challenged remotely.

<b>Strategy's Expected Result/Impact:</b> STEM Learning instructional continuity of hands-on experiences for all learners.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> None	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2:** Cannon will continue to implement and evaluate a comprehensive and strategic plan to significantly increase the quality of the district's advanced academics program [Superintendent Objective 2].

**Strategy 1:** Cannon's 1st-5th students, who are identified for participation in campus GT-LEAD program will be clustered in order to receive differentiated learning opportunities, in order to increase number of students who achieve advanced levels on all district and state assessments.


<p><b>Strategy's Expected Result/Impact:</b> 10% increase in number of GT-identified students who achieve advanced levels on all assessments.</p>	<p><b>Formative</b></p>
<p><b>Staff Responsible for Monitoring:</b> GT Lead Teacher, Campus Leadership</p>	
<p><b>Title I Schoolwide Elements:</b> None</p>	<p><b>Jan</b></p>
<p><b>TEA Priorities:</b> None</p>	<p><b>Mar</b></p>
<p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers,</p>	<p><b>Summative</b></p>
<p>Lever 5: Effective Instruction</p>	<p><b>June</b></p>

**Problem Statements:** None

**Funding Sources:**  
None





 No Progress

 Accomplished

 Continue/Modify





 Discontinue

**Performance Objective 3:** Cannon will continue to implement a comprehensive development plan to significantly increase the quality of all extra-curricular activities [Superintendent Goal 3].

<b>Strategy 1:</b> Implement a school day embedded Cub Club Time to support extracurricular interests and passions.		
<b>Strategy's Expected Result/Impact:</b> Increased student work productivity and interest in extracurricular participation.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Leadership Team		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture	None	<b>Summative</b>
		<b>June</b>
<b>Strategy 2:</b> Provide students with opportunities for involvement in extra-curricular and interest-based activities to promote leadership, fine arts, advanced academics, and community service, such as Choir, Robotics, Engineering Cub, Maker's Club, Design Club, Art Club, Fitness Club, Environmental Club, Imagineers (Young Girl's Engineering).		
<b>Strategy's Expected Result/Impact:</b> By providing opportunities for students to participate in extra-curricular activities, this will encourage continued interest in participation in extra-curricular activities in middle school.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Leadership Team, Teachers		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture	None	<b>Summative</b>
		<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		



**Performance Objective 4:** Cannon will continue to strengthen Dyslexia programming to ensure appropriate and consistent levels of service [Superintendent Objective 5 ].

<b>Strategy 1:</b> Literacy Intervention Teachers (and/or Bilingual Literacy Intervention Teachers) will provide support to students according to the spectrum of dyslexia needs.		
<b>Strategy's Expected Result/Impact:</b> Students with dyslexia will receive specialized instruction for dyslexia.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> LIT/BLIT staff; Administrators; Teachers; RTI Committee		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	None	<b>Summative</b>
		<b>June</b>
<b>Strategy 2:</b> LIT/BLIT teachers will support the transition of students from dyslexia intervention and regular classroom instruction.		
<b>Strategy's Expected Result/Impact:</b> Students with dyslexia will be supported as they exit dyslexia interventions and transition to literacy experiences in the general education classroom.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> LIT/BLIT Staff; Teachers; Administrators		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	None	<b>Summative</b>
		<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		

**Performance Objective 5:** Cannon will focus on the Early Childhood Reading Board Goals as adopted by TEA [TEA Requirement]

<b>Strategy 1:</b> Teachers will utilize iCAN Time (personalized learning time), both remotely and in-person, for the facilitation of responsive instruction for at-risk students, based on formative and summative assessment results.	
<b>Strategy's Expected Result/Impact:</b> The percent of 3rd-grade students that score meets grade level or above on STAAR Reading will increase from 45% to 60% by June 2024.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Leadership Team	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Mar</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	<b>Summative</b>
<b>Problem Statements:</b> Demographics 1	<b>June</b>
<b>Funding Sources:</b> None	
<b>Strategy 2:</b> Foundations/Fonetica Phonics will be implemented with fidelity in Kinder - 2nd grade classrooms.	
<b>Strategy's Expected Result/Impact:</b> The percent of K students that score at or above the 26th percentile on AIMS Letter Word Sound Fluency (LWSF) will increase from 68% to 80% by June 2024.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Leadership Team, Teachers	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Mar</b>
<b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	<b>Summative</b>
<b>Problem Statements:</b> Demographics 2 Curriculum, Instruction, and Assessment 1	<b>June</b>
<b>Funding Sources:</b> None	

**Strategy 3:** Universal screening data will be collected via Aimsweb for reading. Achievement Teams and/or RtI committees will review students, collaborate on additional strategies, and monitor students with skill deficits.

<p><b>Strategy's Expected Result/Impact:</b> The percent of 1st - 3rd-grade students that score at or above the 26th percentile on AIMS Oral Reading Fluency (ORF) spring assessment will increase from 68% to 80% by June 2024.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership Team, Teachers</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<p><b>Problem Statements:</b> Demographics 2 Curriculum, Instruction, and Assessment 1</p>	<p><b>Funding Sources:</b> None</p>	<b>Formative</b>
			Nov
			Jan
	Mar		
	<b>Summative</b>		
June			

**Strategy 4:** Dual Language teachers will participate in Dual Language Professional Learning Communities quarterly.

<p><b>Strategy's Expected Result/Impact:</b> The percent of Kinder - 2nd-grade dual language students that score at or above the Meets or Masters Level on TPRI/Tejas Lee/Tango Band end of year assessment will increase from 51% to 63% by June 2024.</p> <p><b>Staff Responsible for Monitoring:</b> None</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1</p>	<p><b>Funding Sources:</b> None</p>	<b>Formative</b>
			Nov
			Jan
	Mar		
	<b>Summative</b>		
June			

**Strategy 5:** All teachers and students will receive access to Fast ForWord, a resource to support language development. This tiered instructional resource will support increased executive functioning for Cannon scholars.

**Strategy's Expected Result/Impact:** Fast ForWord uses quick-fire language, cognitive and reading exercises to target root causes. It builds language processing, working memory and inattentiveness, the delayed skills that cause most reading and learning and learning difficulties. The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 45% to 60% by June 2024.

**Staff Responsible for Monitoring:** None

**Title I Schoolwide Elements:** None

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum

**Problem Statements:**

Demographics 1, 2

**Funding Sources:**

266 - CARES Act Funding

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 6:** Cannon will focus on the Early Childhood Math Board Goal as adopted by TEA [TEA Requirement]

<b>Strategy 1:</b> Teachers will design learning opportunities that focus on identified student target growth areas and on TEKS objectives measured on required district and state assessments.	
<b>Strategy's Expected Result/Impact:</b> The percent of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 47% to 60% by June 2024.	<b>Formative</b> <b>Nov</b> <b>Jan</b> <b>Mar</b>
<b>Staff Responsible for Monitoring:</b> Campus Leadership Team, Teachers	
<b>Title I Schoolwide Elements:</b> None	<b>Summative</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	<b>June</b>
<b>Problem Statements:</b> Demographics 3 Curriculum, Instruction, and Assessment 1	
<b>Funding Sources:</b> None	
<b>Strategy 2:</b> Teachers will meet quarterly in Achievement Meetings to use qualitative and quantitative data to analyze student performance and to ensure instructional alignment.	
<b>Strategy's Expected Result/Impact:</b> The percent of K and 1st-grade students that score at or above the 26th percentile on the AimsWebPlus early numeracy (ENB) spring assessment will increase from 72% to 84% by June 2024.	<b>Formative</b> <b>Nov</b> <b>Jan</b> <b>Mar</b>
<b>Staff Responsible for Monitoring:</b> Campus Leadership Team, Teachers	
<b>Title I Schoolwide Elements:</b> None	<b>Summative</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	<b>June</b>
<b>Problem Statements:</b> Demographics 3	
<b>Funding Sources:</b> None	

**Strategy 3:** Teachers will utilize iCAN Time (personalized learning time), remotely and in-person, for the facilitation of responsive instruction for at-risk students, based on formative and summative assessment results.

**Strategy's Expected Result/Impact:** The percent of 2nd and 3rd-grade students that score at or above the 26th percentile on the AimsWebPlus MATHB spring assessment will increase from 77% to 89% by June 2024.

**Staff Responsible for Monitoring:** Campus Leadership Team, Teachers

**Title I Schoolwide Elements:** None

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 1: Strong School Leadership and Planning,  
Lever 5: Effective Instruction

**Problem Statements:**

Demographics 1, 3

**Funding Sources:**

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 7:** Cannon will focus on the CCMR Board Goal as adopted by TEA [TEA Requirement]

**Strategy 1:** Cannon will partner with local engineers and other real-world experts who will volunteer, virtually and in a remote setting, to guide students in design challenges, teach engineering curriculum, and act as expert panel for student presentations.

<p><b>Strategy's Expected Result/Impact:</b> Students will have the opportunity to interact and learn experts to increase their understanding of real-world issues.</p> <p><b>Staff Responsible for Monitoring:</b> STEM Liaison, Learning Liaison, Instructional Tech</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
		Nov
		Jan
		Mar
		<b>Summative</b>
		June

**Strategy 2:** Students will participate in a Virtual STEM Career Day, during National Engineer's Week, to increase exposure to STEM-related education and career opportunities.

<p><b>Strategy's Expected Result/Impact:</b> Students will have increased awareness and understanding of STEM careers.</p> <p><b>Staff Responsible for Monitoring:</b> STEM Liaison, Learning Liaison, Instructional Tech</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
		Nov
		Jan
		Mar
		<b>Summative</b>
		June

**Strategy 3:** Students will have exposure to monthly reading challenges that are designed as part of the Book of the Month program; This year's focus will highlight famous career biographies. This will also spotlight diversity in STEM careers.

<b>Strategy's Expected Result/Impact:</b> A culture of literacy will reflect in all aspects of our diverse campus culture.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Librarian, Learning Liaison, STEM Liaison		
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Nov</b>
<b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college	<b>Funding Sources:</b> None	<b>Jan</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture		<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue



**Performance Objective 8:** Cannon students who experience difficulty attaining proficiency will receive effective and timely additional assistance (improved identification systems, interventions, resources, and teacher training) to accelerate learning and ensure all student groups achieve their full potential [TEA Requirement].

<b>Strategy 1:</b> Student data will be utilized to identify students and target interventions in reading, math, and for ELL, Special Education, and/or Economically Disadvantaged students.										
<b>Strategy's Expected Result/Impact:</b> Economically Disadvantaged, ELL, & Special Education students will be provided targeted interventions tailored to their needs, resulting in 5% increased performance. STAAR will be one measure.	<b>Formative</b> <b>Nov</b> <b>Jan</b> <b>Mar</b>									
<b>Staff Responsible for Monitoring:</b> Campus Leadership Team, Teachers										
<table border="0"> <tr> <td><b>Title I Schoolwide Elements:</b> None</td> <td><b>Problem Statements:</b></td> </tr> <tr> <td><b>TEA Priorities:</b> Build a foundation of reading and math</td> <td>Demographics 1</td> </tr> <tr> <td><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</td> <td>Curriculum, Instruction, and Assessment 1</td> </tr> <tr> <td></td> <td><b>Funding Sources:</b></td> </tr> <tr> <td></td> <td>None</td> </tr> </table>		<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b>	<b>TEA Priorities:</b> Build a foundation of reading and math	Demographics 1	<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Curriculum, Instruction, and Assessment 1		<b>Funding Sources:</b>	
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b>									
<b>TEA Priorities:</b> Build a foundation of reading and math	Demographics 1									
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Curriculum, Instruction, and Assessment 1									
	<b>Funding Sources:</b>									
	None									
<b>Summative</b> <b>June</b>										
<b>Strategy 2:</b> Job-embedded PLC's will be utilized bi-monthly for all grade-level teams to focus on the design of TEKS- aligned STEM-based instruction, for remote and in-person learning, and providing professional learning on how to integrate STEM into all content areas.										
<b>Strategy's Expected Result/Impact:</b> Increased understanding & implementation for campus expectations for STEM-based instruction. Evidence of content integration in design of STEM- based learning experiences will be evident 50% of each nine-week unit lesson plans.	<b>Formative</b> <b>Nov</b> <b>Jan</b> <b>Mar</b>									
<b>Staff Responsible for Monitoring:</b> Campus Leadership										
<table border="0"> <tr> <td><b>Title I Schoolwide Elements:</b> None</td> <td><b>Problem Statements:</b> None</td> </tr> <tr> <td><b>TEA Priorities:</b> Build a foundation of reading and math</td> <td><b>Funding Sources:</b></td> </tr> <tr> <td><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</td> <td>None</td> </tr> </table>		<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Funding Sources:</b>	<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	None			
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None									
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Funding Sources:</b>									
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	None									
<b>Summative</b> <b>June</b>										

**Strategy 3:** Utilize academic interventionists to deliver specialized instruction to students considered at risk.

<b>Strategy's Expected Result/Impact:</b> 10% of student growth in targeted academic literacy areas.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> None	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> Build a foundation of reading and math	
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	
<b>Problem Statements:</b> Demographics 1	<b>Nov</b>
<b>Funding Sources:</b> None	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 4:** Teachers will utilize iCAN Time (personalized learning time), remotely and in-person, for the facilitation of responsive instruction for at-risk students, based on formative and summative assessment results.

<b>Strategy's Expected Result/Impact:</b> 10% student growth will be evidenced in targeted academic areas.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Leadership Team, Teachers	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> Build a foundation of reading and math	
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	
<b>Problem Statements:</b> Demographics 1, 2, 3, 4	<b>Nov</b>
<b>Funding Sources:</b> None	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 5:** Teachers will provide instructional continuity for all learners, whether Remote or In-person, to ensure all learners are growing socially, emotionally, and academically.

<b>Strategy's Expected Result/Impact:</b> The personalized needs of all learners are met	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> None	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	<b>Nov</b>
<b>Funding Sources:</b> None	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 9:** Blended Instructional strategies and initiatives, for Remote and In-Person Learners, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students at Cannon. Federal, state, and local services and programs are coordinated and integrated with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement [Title I Requirement ].

<b>Strategy 1:</b> Cannon instructional staff will participate in a campus-designed Teacher Observing Teachers (TOTs) protocol called Shared Practices Rounds, in order to foster a culture of professional growth, learning, and reflection among staff.	
<b>Strategy's Expected Result/Impact:</b> Increased reflection on personal teaching practices. Improved collaboration and culture of learning amongst 100% of Cannon staff.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Leadership Team	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	
<b>Strategy 2:</b> Utilizing an after-school professional learning model called U.CAN Edcamp, Cannon staff will be provided opportunities to differentiate their own professional learning by self-selecting topics, led by campus staff and/or GCISD Instructional support staff, which are aligned with individual professional goals.	
<b>Strategy's Expected Result/Impact:</b> Differentiated learning for staff will positively impact professional growth and contribute to capacity-building of 100% of staff.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> None	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	


**Strategy 3:** Teachers will design STEM-based instruction, for Remote and In-Person Learners, in PLC's that is focused on essential content and skills. Teachers will integrate STEM into all content areas and utilize the design process through implementations of an elementary engineering curriculum.


<b>Strategy's Expected Result/Impact:</b> STEM learning experiences will be tightly integrated and TEKS-aligned.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Leadership Team, Teachers	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	

**Strategy 4:** Teachers will engage in ongoing technology-targeted professional learning opportunities to focus on how to design Remote and In-Person learning experiences that seamlessly integrate technology into the curriculum. These experiences will include Friday Tech Talks; working with campus/district technology coaches; Twitter chats; Technology conference (TCEA, ISTE) , etc...

<b>Strategy's Expected Result/Impact:</b> Strong facilitation of Blended Learning.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Leadership Team, STEM Technology Specialist.	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 10:** Cannon will focus on the Equity Plan as adopted by TEA [TEA Requirement]

<b>Strategy 1:</b> Dual language practices aimed at creating campus culture for bilingual and bicultural awareness will be utilized in Friday assemblies, on daily announcements, in common areas, and through specific family events.		
<b>Strategy's Expected Result/Impact:</b> Campus culture will reflect practices that highlight bilingual and bicultural awareness.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> None		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> None	<b>Mar</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture		<b>Summative</b>
		<b>June</b>
<b>Strategy 2:</b> Teachers will utilize iCAN Time (personalized learning time), remotely and in-person, for the facilitation of responsive instruction for at-risk students, based on formative and summative assessment results.		
<b>Strategy's Expected Result/Impact:</b> 10% student growth will be evidenced in targeted academic areas.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Leadership Team, Teachers		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> Demographics 1	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math		<b>Mar</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	<b>Funding Sources:</b> None	<b>Summative</b>
		<b>June</b>


**Strategy 3:** Student data will be utilized to identify students and target interventions in reading and math for ELL, Special Education, and/or Economically Disadvantaged students


<b>Strategy's Expected Result/Impact:</b> 10% student growth in targeted academic areas.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Leadership Team, Teachers	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math	<b>Mar</b>
<b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Summative</b>
<b>Problem Statements:</b> Demographics 1, 2, 3, 4	<b>June</b>
<b>Funding Sources:</b> None	

**Strategy 4:** A committee of teachers and administration will review and implement hiring practices and processes to ensure the hiring and retention of a diverse staff.

<b>Strategy's Expected Result/Impact:</b> Strong diverse staff mirrors a strong diverse student population.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus leadership team	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 2:** Design learning environments that support social and emotional well-being.

Key Questions: (1) To what degree do parents, teachers, students, and support staff provide learning environments that create positive social and emotional well-being for students and staff? (2) To what degree are school practices designed in ways that encourage the development of the whole child - physical, emotional, academic and social?

**Performance Objective 1:** Cannon will promote, monitor, and oversee an educational system where every student and employee is safe and secure, drug-free, and environmentally responsible [Superintendent Objective 6 ].

<b>Strategy 1:</b> K-5 students and teachers will be involved in the goal-setting process to write goals and track their own progress towards the accomplishment of their goals.	
<b>Strategy's Expected Result/Impact:</b> Self-aware and regulated active participants involved in their social-emotional well being.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Leadership Team, Teachers, Counselor	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Mar</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> K-5 students and teachers will be involved in Circle-Up discussions using PurposeFULL People curriculum.	
<b>Strategy's Expected Result/Impact:</b> Students and teachers will have increased empathy, social-emotional awareness, and a positive classroom community.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> None	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
	<b>June</b>

**Strategy 3:** De-Stress awareness and strategies will be modeled and fostered throughout the year to support a healthy balance for teachers and staff.


<b>Strategy's Expected Result/Impact:</b> The impact of COVID 2020 stressors are identified and supported.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Counselor	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	

**Strategy 4:** Strong health and safety procedures will be implemented to support low incidence of COVID transmission: reduced foot traffic, social distance as much as feasible, masking, and hand hygiene.

<b>Strategy's Expected Result/Impact:</b> Decreased numbers of virus transmission	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> All internal Cannon Stakeholders	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



**Performance Objective 2:** Cannon will address the needs of students for programs such as suicide prevention, violence prevention, and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement ].

<b>Strategy 1:</b> Students will create and set social/emotional goals during guidance lessons following lessons on self- esteem. bullying, self-advocacy, and kindness.	
<b>Strategy's Expected Result/Impact:</b> A 25% decrease in bullying/behavior incidents from 2018-2019 and increased documented acts of kindness.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Counselor	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	
<b>Strategy 2:</b> Continue to provide training/updates on Restorative Practices to reduce misbehavior, bullying and violence among students and improve the overall climate for learning.	
<b>Strategy's Expected Result/Impact:</b> Students will feel empowered by their risk-free learning environments and student ownership of behaviors/empathy will increase. Skyward discipline entries will decrease by 25% from 19-20.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> None	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	

**Strategy 3:** K-5 students will participate in monthly guidance lessons from PurposeFULL People curriculum.


<b>Strategy's Expected Result/Impact:</b> Students will have an increased awareness of their social-emotional wellbeing.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> None	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	<b>Nov</b>
<b>Funding Sources:</b> None	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 4:** Panorama will be implemented as a tool to assess social-emotional well-being for all students.

<b>Strategy's Expected Result/Impact:</b> Identification and support for students will be seamless.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Counselor	
<b>Title I Schoolwide Elements:</b> None	
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> None	
<b>Problem Statements:</b> None	<b>Nov</b>
<b>Funding Sources:</b> None	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>





 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 3:** Cannon students identified as homeless will receive services to support their enrollment, attendance, and success, as well as, those students living in or attending facilities for neglected or delinquent children [Title I Requirement ].

<b>Strategy 1:</b> Implement systemic campus check-in for attendance, resource needs, and instructional engagement of at-risk students.	
<b>Strategy's Expected Result/Impact:</b> Increased attendance and engagement of at-risk students.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Counselor and Assistant Principal	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	<b>Summative</b>
<b>Problem Statements:</b> Student Achievement 1	<b>June</b>
<b>Funding Sources:</b> None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Goal 3:** Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Key Questions: (1) To what degree does GCISD create a culture that utilizes student voice for the purpose of systemic change to further progress toward engaging learning environments? (2) To what degree are GCISD employees equipped to solicit meaningful student input that increases student engagement in relevant learning experiences?

**Performance Objective 1:** Cannon will strive to implement a comprehensive development plan to significantly increase the quality of all extra-curricular activities [Superintendent Objective 3].

<b>Strategy 1:</b> Implement a school day embedded Cub Club Time to support extracurricular interests, passions, and choice.		
<b>Strategy's Expected Result/Impact:</b> Increased student work productivity and interest in extracurricular participation.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Leadership Team, Teachers, Students		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	None	<b>Summative</b>
		<b>June</b>
<b>Strategy 2:</b> Student leaders who participate on the Student Advisory Panel, STEM Ambassadors, StuCo and Student Tech Team will be invited to participate in the development of our campus plan to systematically implement a campus Student Voice project.		
<b>Strategy's Expected Result/Impact:</b> A campus plan to systematically provide increased opportunities for student voice will be developed collaboratively by all campus stakeholders.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Leadership Team		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Connect high school to career and college	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture	None	<b>Summative</b>
		<b>June</b>

**Strategy 3:** All K-5 students will participate in a campus-wide community/service project led by the student STEM StuCo and Ambassadors.

<b>Strategy's Expected Result/Impact:</b> Increase student awareness and participation in community service-oriented activities.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Counselor, Leadership Team		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Connect high school to career and college	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture	None	<b>Summative</b>
		<b>June</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 2:** Instruction, at Cannon, 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, we will provide additional support at Cannon where our low income or minority students are served at disproportionate rates by ineffective, out of field, or inexperienced teachers [Equity Plan Requirement].

<b>Strategy 1:</b> Teachers will engage in ongoing technology-targeted professional learning opportunities to focus on how to design Remote and In-Person learning experiences that seamlessly integrate technology into the curriculum. These experiences will include Friday Tech Talks; working with campus/district technology coaches; Twitter chats; Technology conference (TCEA, ISTE) , etc...	
<b>Strategy's Expected Result/Impact:</b> Teachers will gain a better understanding of appropriate technology integration into instruction and will utilize an increased number of technology applications as appropriate for learning.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Instructional Tech, STEM Liaison, Learning Liaison	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> None	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	
<b>Strategy 2:</b> Systematically survey staff members to determine current methods for soliciting student input. Utilize the survey results to determine needs and next steps for campus plan.	
<b>Strategy's Expected Result/Impact:</b> A campus plan to systematically provide increased opportunities for student voice will be developed collaboratively by all campus stakeholders.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Learning Liaison, STEM Liaison, Instructional Tech	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> None	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	

**Strategy 3:** Teachers will integrate STEM into all content areas and utilize the design process through implementations of an elementary engineering curriculum.

<b>Strategy's Expected Result/Impact:</b> Engaging STEM learning experiences will be tightly integrated and TEKS-aligned.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> None	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	

**Strategy 4:** Cannon instructional staff will participate in a campus-designed Teacher Observing Teachers (TOT) protocol called Shared Practices Rounds, in order to foster a culture of professional growth, learning, and reflection among staff.

<b>Strategy's Expected Result/Impact:</b> Increased reflection on personal teaching practices. Improved collaboration and culture of learning amongst 100% of Cannon staff	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> None	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Mar</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	

**Strategy 5:** Additional small group reading support will be provided to our large 4th-grade Dual student population

<b>Strategy's Expected Result/Impact:</b> Increased literacy and biliteracy mastery and attainment.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Leadership Team	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> Demographics 2 Curriculum, Instruction, and Assessment 1	<b>June</b>
<b>Funding Sources:</b> 211 - ESEA Title I, Part A	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 3:** Cannon teachers will receive professional development that increases their understanding of the appropriate uses of multiple assessment measures and the use of assessment results to improve instruction in a Blended learning environment (Remote and In-Person). This data will include observations, performance assessments, informal assessments, and tests, but can also include student voice [Title I Requirement].

<b>Strategy 1:</b> Staff will participate in professional learning to assist teachers in designing and facilitating rigorous, differentiated instruction, utilizing notebooking for visible learning, for all students in need of additional challenge and/ or support.	
<b>Strategy's Expected Result/Impact:</b> Increase by 25% in T-Tess ratings for dimension 2.4 (differentiation)	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> None	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	<b>Summative</b>
<b>Problem Statements:</b> Demographics 2, 3, 4	<b>June</b>
<b>Funding Sources:</b> None	
<b>Strategy 2:</b> A team of Cannon teachers will participate in the year-long AVID Digital XP Professional Learning and resource repository to then teach all Cannon teachers.	
<b>Strategy's Expected Result/Impact:</b> Increased understanding and implementation of AVID Instructional Strategies for visible learning and mastery.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> None	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	<b>Summative</b>
<b>Problem Statements:</b> Demographics 2, 3, 4	<b>June</b>
<b>Funding Sources:</b> None	



**Strategy 3:** Utilizing an after-school professional learning model called U.CAN Edcamp, Cannon staff will be provided opportunities to differentiate their own professional learning by self-selecting topics, led by campus staff and/or GCISD Instructional support staff, which are aligned with individual professional goals.

<p><b>Strategy's Expected Result/Impact:</b> Differentiated learning for staff will positively impact professional growth and contribute to capacity- building of 100% of staff.</p> <p><b>Staff Responsible for Monitoring:</b> None</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
		Nov
		Jan
	Mar	
	<b>Summative</b>	
June		

**Strategy 4:** Teachers will engage in ongoing technology-targeted professional learning opportunities to focus on how to design Remote and In-Person learning experiences that seamlessly integrate technology into the curriculum. These experiences will include Friday Tech Talks; working with campus/district technology coaches; Twitter chats; Technology conference (TCEA, ISTE) , etc...

<p><b>Strategy's Expected Result/Impact:</b> Strong Blended Learning facilitation</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership Team, STEM Technology Specialist</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p>	<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
		Nov
		Jan
	Mar	
	<b>Summative</b>	
June		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 4:** Technology at Cannon will be integrated into instructional and administrative programs [TEA Requirement ]. As a specialty STEM school, teachers will receive additional training and on-going mentoring to ensure successful program expansion.


<b>Strategy 1:</b> Teachers will model the use of a variety of technology media as a tool to construct meaning, create new tasks, and communicate/collaborate in all student learning opportunities. Technology media will include, but is not limited to, iPad apps, Apple/Google Classroom; ClassLink; Canvas, Milo (RoboKind), Nearpod, Active Inspire, Mystery Skype, GAFE (Google Apps For Education), and interactive whiteboards.	
<b>Strategy's Expected Result/Impact:</b> Teachers will effectively model how technology can enhance and extend learning experiences for students.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Instructional Tech, STEM Liaison, Learning Liaison	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> None	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	
<b>Strategy 2:</b> All Cannon students will be provided opportunities to explore and utilize a wide variety of STEM technologies in the campus Maker Space and during learning experiences in the classroom that TEKS-aligned.	
<b>Strategy's Expected Result/Impact:</b> Students will become flexible users of technology and will develop an understanding of the features and functions of a variety of STEM technologies.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Instructional Tech, STEM Liaison, Learning Liaison	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> Connect high school to career and college	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	

**Strategy 3:** A team of Cannon teachers will attend TCEA in February (in Dallas) to learn and teach best practices for instructional technology implementation to all campus teachers.

<b>Strategy's Expected Result/Impact:</b> Increased instructional technology implementation to redefine mastery learning.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> None		
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Nov</b>
<b>TEA Priorities:</b> Connect high school to career and college	<b>Funding Sources:</b> None	<b>Jan</b>
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction		<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

**Performance Objective 5:** STEM career education will be provided to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEA Requirement]. Academic and Career Technology content will be coordinated to promote skills attainment important to in-demand occupations and incorporate experiential learning and work-based learning opportunities with industry professionals [Title I Requirement].

<b>Strategy 1:</b> To further develop our students as effective communicators and collaborative workers, our Student Tech Team members will participate in and lead trainings for instructional staff and students regarding technology needs.	
<b>Strategy's Expected Result/Impact:</b> Students will gain leadership skills and experience supporting technology use by all campus stakeholders.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Instructional Tech, STEM Liaison, Learning Liaison, Campus Leadership	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> Connect high school to career and college	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	
<b>Strategy 2:</b> Students will participate in a STEM Career Day, during National Engineer's Week, to increase exposure to STEM-related education and career opportunities.	
<b>Strategy's Expected Result/Impact:</b> Students will have an increased awareness and understanding of STEM careers.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> None	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>TEA Priorities:</b> Connect high school to career and college	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	

**Strategy 3:** Cannon will partner with local engineers and other real-world experts who will volunteer in the classroom to guide students in design challenges, teach engineering curriculum, and act as expert panel for student presentations.





<p><b>Strategy's Expected Result/Impact:</b> Students will have the opportunity to interact and learn experts to increase their understanding of real-world issues.</p> <p><b>Staff Responsible for Monitoring:</b> STEM Liaison, Learning Liaison, Instructional Tech</p> <p><b>Title I Schoolwide Elements:</b> None                      <b>Problem Statements:</b> None</p> <p><b>TEA Priorities:</b> Connect high school to career and college                      <b>Funding Sources:</b> None</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue





**Goal 4:** Effectively communicate with targeted audiences.

Key Questions: (1) To what degree does GCISD effectively communicate with all employees? (2) To what degree does GCISD effectively communicate with parents?





**Performance Objective 1:** Cannon will monitor and evaluate strategies and best practices for LEAD 2021 to oversee and develop the phase-in and implementation of LEAD 2.0 [Superintendent Objective 4 ].

<b>Strategy 1:</b> Using multimedia formats Cannon staff will share highlights regarding remote and in-person success.	
<b>Strategy's Expected Result/Impact:</b> Share the positive narratives of the fabulous work that's happening	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> STEM Tech Liaison, Administration	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Performance Objective 2:** Cannon will ensure communication is provided in a language accessible to all parents to the extent practicable [Title I Requirement].

<b>Strategy 1:</b> All information and newsletters shared will be sent in English and Spanish.		
<b>Strategy's Expected Result/Impact:</b> Increased stakeholder involvement.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> None		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> None	<b>Mar</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture		<b>Summative</b>
		<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		

**Performance Objective 3:** Cannon parents will be involved in planning, implementing, and evaluating our schoolwide program, and strategies to increase parental involvement will be implemented. Barriers to parent participation will be identified and reduced [Title I Requirement ].

<b>Strategy 1:</b> Implement parent university learning opportunities lead by Cannon Teachers and Staff for increased academic parental involvement.	
<b>Strategy's Expected Result/Impact:</b> Increased stakeholder involvement	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> None	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Summative</b>
<b>Problem Statements:</b> Demographics 1 Student Achievement 1	<b>June</b>
<b>Funding Sources:</b> None	
<b>Strategy 2:</b> Implement a Practical Parent Education curriculum with K-5 parents, staff, and students.	
<b>Strategy's Expected Result/Impact:</b> Increase all stakeholders' engagement with in-person and remote learning.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> None	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Mar</b>
<b>ESF Levers:</b> None	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> None	
 No Progress  Accomplished  Continue/Modify  Discontinue	